DOCUMENT RESUME

ED 111 456 JC 750 475

TITLE	1985 Master Plan.
INSTITUTION	Metropolitan Community Colleges of Kansas City, Mo. Div. of Planning and Development.
PUB DATE	Jun 75
NOTE	391p.
EDRS PRICE	MF-$0.76 HC-$19.67 Plus Postage
DESCRIPTORS	*College Planning; Curriculum Planning; Delivery Systems; Educational Needs; *Educational Objectives; Enrollment Projections; Facility Planning; Financial Needs; Governance; *Junior Colleges; *Master Plans; *Multicampus Districts; Resource Allocations; School Community Relationship; Staff Utilization
IDENTIFIERS	Missouri (Kansas City); Needs Assessment; Nontraditional Colleges

ABSTRACT

This master plan was drafted in order to provide guidelines for the continuous development of the Metropolitan Community Colleges over the next 10 years. In order to reach consensus, the various chapters were reviewed by college personnel, trustees, and consultants during the planning process, which culminated in a final two-day planning charrette for review and revision of the entire document by faculty, administrators, staff, and students. Section I of the plan presents a statement of district philosophy, mission, and goals. Subsequent sections include: (II) Enrollment Planning Parameters (projections and methodologies); (III) Staffing Parameters (10-year goals for workloads and staff/student ratios for instructional, administrative, support, and classified staff); (IV) Needs Assessment Study (studies of educational needs of business and industry, current students, and the general public); (V) Educational Plan Part I, General Goals (curriculum, learning systems, new delivery systems, faculty development, student development); (VI) Educational Plan Part II, Curriculum (curriculum plan, educational services, planning processes, curriculum approval); (VII) Community Renewal College (proposal for a new community-oriented college without walls); (VIII) Facility Study; (IX) Fiscal Plan; (X) Management and Operations (district and college level responsibilities); (XI) Supplementary Studies (paraprofessionals, transportation study). (BB)

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THE METROPOLITAN COMMUNITY COLLEGES

1985

MASTER PLAN

Division of Planning and Development

June 1975

JC 750 475

THE METROPOLITAN COMMUNITY COLLEGES

The Metropolitan Community Colleges of Kansas City, Missouri were created as a community college district in 1964 by the voters of eight school districts -- Belton, Center, Grandview, Hickman Mills, Kansas City, Lee's Summit, North Kansas City, and Raytown. It covers 400 square miles in four different counties -- Cass, Clay, Jackson, and Platte. The District operates three community colleges -- Longview (south), Maple Woods (north), and Penn Valley (central), and the Metropolitan Institute of Community Services.

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1985 MASTER PLAN

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TRANSPORTATION STUDY

THE PROCESS

In developing the 1985 Master Plan for The Metropolitan Community Colleges of Kansas City, Missouri, the intent was to provide guidelines for the continuous development of the colleges over the next ten years. Responsibility for this task was delegated to the Vice Chancellor, Planning and Development. As most of the Master Plan chapters were drafted, they were reviewed by personnel of the colleges, by members of the Board of Trustees, and by consultants, with subsequent hearings before each group to elicit suggestions for modifications, additions, or deletions.

So that the comprehensive document that resulted from these efforts might be reduced to a shorter version and yet retain its substance, a two-day planning charrette was conducted by Tadlock Associates, Inc. of Los Altos, California, with representatives of all segments of the college communities in attendance. Meeting in small groups, the participants examined the several components not yet reviewed and reexamined the other components of the Master Plan. Persons participating in the charrette were:

District Faculty, Administrators, Staff, and Students

Mel Aytes
Dave Berbert
Steve Brainard
Shirley Buttles
Sharon Calloway
Lauralyle Canady
Ernie Cetto
Harry Cloverdyke
Ed Davis
Charline Faherty
Clydia Garnett
John Gazda
Leota Gibbs
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Bob Hankins
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Bill Hatley
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Mark Jaudon
Bill Keim
Louis Kelsey
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Eleanor Roberts
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Project Consultants -- Tadlock Associates, Inc. (TAI)

Joseph Conte
Marian Tadlock
Max Tadlock
Mary Lou Zoglin

These participants further developed both certain parts of the document and, finally, a consensus of the 1985 Master Plan, its content and intent.

FOREWORD

The Metropolitan Community Colleges (MCC) of Kansas City, Missouri are oriented toward student and community needs rather than institutional needs. Thus, the purpose of MCC is to provide learning opportunities that will open to its citizens the kinds of experiences they will need individually to live full and productive lives. Only through the coordinated efforts of all the colleges of the District can this purpose be achieved.

It is recognized that no Master Plan is infallible, and that as needs and times change, the current plan must continuously be reviewed and revised. Nothing projected in this plan is rigid, nor assumed to be above alteration if appropriate. Regardless of the care with which these directions have been charted, blind corners may be encountered in the future that will require an abrupt swerve to keep the colleges moving toward their goals. The important consideration here is to keep overall goals in sight, so that achievement of those goals comes ever closer.

The Metropolitan Community Colleges hold in high esteem the legacy of excellence and seek to perpetuate that legacy through both traditional and nontraditional approaches to learning. As long as it places the individual above the institution, believes that the individual "can do," and provides delivery systems appropriate to individual learning needs, MCC can anticipate success.

SECTION I

PHILOSOPHY, MISSION, AND GOALS

PHILOSOPHY, MISSION, AND GOALS

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PHILOSOPHY

The Metropolitan Community Colleges comprise a progressive, comprehensive community college district committed to serve the educational needs of the Metropolitan Kansas City, Missouri area -- both individual and community. The District philosophy of education, as expressed in its Mission Statement, evolves from the following principles:

1. We believe in the dignity and worth of each individual and, realizing that differences exist in abilities, skills, experiences, and purposes, we believe in providing equal and diversified educational opportunity to all who desire and can profit from the types and levels of learning experiences which the District can provide.
2. We believe that, to meet the educational needs of the community, the District should exercise leadership in identifying those needs, in providing programs to meet them, and in evaluating the effectiveness of such programs.
3. We believe the District has the responsibility to provide students with general education, as well as specialized training programs that prepare them for entry into or advancement in careers at both the technical and professional levels.
4. We believe the District has an obligation to provide programs in student development, including such auxiliary services as career exploration and counseling, personal guidance, and student activities.
5. We believe that, through effective programs of community services and continuing education, the District can meet the needs of those not traditionally served by postsecondary education, and can provide the leadership to stimulate participation by community members in the educational, economic, social, cultural, and intellectual development of the Metropolitan Kansas City area.
6. We believe that, in order to serve the community effectively, the District has an obligation to provide adequate facilities to ensure to all citizens equal access to the comprehensive educational programs and services available in its colleges.
7. We believe that a commitment to academic freedom is basic to the perpetuation of an intellectually sound environment for both faculty and students.

8. We believe that, if the District is effectively to meet its commitments to the community, it must be administered in a manner that allows individuals to grow and develop within the total organization, and that provides for appropriate participation in governance by the constituents of the District.

9. We believe that the District has the responsibility to subscribe to and promote the principles of equal educational and employment opportunity through an aggressive program which provides for special efforts to recruit students and employ and promote qualified personnel and assures nondiscrimination against any individual because of race, color, sex, religion, blood relationships, age, birth, ancestry, or national origin.

These principles, applied within the context of the multiracial, urban, and suburban communities served by the District, provide a meaningful basis for the District's conception of its role as an agent for community education, change, and outreach.

MISSION STATEMENT

Every institution, to remain effective, must understand its mission. What does it intend to do in its immediate environment? Formulating a concise statement is a particularly difficult task for a group of community colleges. Each college has its distinct character, its unique funtion to perform; yet, in general, each has a similar objective in view. A mission statement, therefore, cannot merely list a series of processes which is applicable to all; rather, it must provide direction toward mutual goals that exemplify a mutual philosophy.

The following statement expresses what should be accomplished by the colleges in the teaching/learning process.

"The mission of the Metropolitan Community Colleges is to provide equal educational access and opportunity to all individuals and groups in the greater Kansas City area who desire to further develop their:

1) personal learning and communication skills;
2) occupational and professional talents;
3) appreciation of and ability to contribute to the world in which they live.

Varied instructional methods and media will be implemented and a concept of lifelong learning adopted in order to meet the diverse educational needs and desires of these individuals and groups and the communities they comprise."

GOALS

The goals of every institution must be reexamined with regularity if it is to meet its changing obligation. The Metropolitan Community Colleges must anticipate that goals will change as individual and community needs change, for the central charge is meeting those needs.

Therefore, it must be presumed that the goals listed below will be amended in succeeding years as MCC develops procedures and processes for measuring needs and matching these with the colleges' delivery of programs and services.

1. The Metropolitan Community Colleges will extend to its citizens the continuous opportunity to expand their capabilities for enjoying and adding to the productive life of the community.
2. Metropolitan Community Colleges students will realize that learning does not end when they leave formal schooling, and will develop the competencies necessary to continue educating themselves throughout their lives.
3. The Metropolitan Community Colleges will accommodate individual differences in learning rates, aptitudes, prior knowledge, and experience.
4. The Metropolitan Community Colleges will support the economic health of the community by responding to present and future occupational needs through provisions of training for individuals in entry-level skills, and providing retraining and upgrading as technological and sociological changes demand in the world of work.
5. Metropolitan Community Colleges students who seek a general education will be provided with learning experiences that promote their understanding and appreciation of fields of knowledge in which their interests may lie.
6. Metropolitan Community Colleges students should be imbued with a desire for excellence in all of their endeavors to the end that they may possess not only specialized competencies, but also the ability to think effectively, communicate thought clearly, make valid judgments, and distinguish intelligently among values.
7. Metropolitan Community Colleges students will learn to recognize and respect the dignity and accomplishment of one's work.
8. The Metropolitan Community Colleges will utilize the resources of the community in the development of programs and services.

9. The Metropolitan Community Colleges will cooperate with, coordinate, and stimulate the work of various agencies and groups in offering diversified cultural and social opportunities to the community it serves.

10. The Metropolitan Community Colleges are committed through affirmative action to recruit, employ, train, and promote qualified faculty, staff, and administrators -- reflecting in all of its units, insofar as possible, the ethnic and sexual composition of the metropolitan Kansas City area work force, and to provide improved access for the physically handicapped to employment and educational opportunities. The recruitment and enrollment of students will also reflect, insofar as possible, the ethnic and sexual composition of the metropolitan Kansas City area.

11. The Metropolitan Community Colleges are committed to articulating with other educational and training institutions for the purpose of preparing students for smooth transfer.

10. The District will cooperate with, coordinate, and stimulate the work of various agencies and groups in offering diversified cultural and social opportunities to its communities.

    Suggested Measures:

    a. Extent to which the District is cooperating with other agencies in providing programs to meet specific needs and desires of the community at large;

    b. The scope and number of new programs and services generated through cooperative action.

11. In the employment and promotion of qualified faculty, staff, and administrators, all units of the District will reflect, insofar as possible, the ethnic and sexual composition of the Metropolitan Kansas City work force; and, in the recruitment of students, the ethnic and sexual composition of the Metropolitan Kansas City area will be reflected, insofar as possible, in the student body of the District.

    Suggested Measures:

    a. Annual analysis of the ethnic and sexual composition of each of the units to determine relative balance between majority and minority groups employed, and action taken to correct such imbalances as may exist;

    b. Steps taken to assure meaningful compliance in all District units with local, state, and federal laws regarding Affirmative Action, and to remedy instances of noncompliance if and when discovered;

    c. Annual analysis of the ethnic and sexual composition of each unit's student population to determine if possible adjustments in recruitment programs are required;

    d. Analysis of the effects of the District Affirmative Action plan to determine if modifications are required.

SECTION II

ENROLLMENT PLANNING PARAMETERS

ENROLLMENT PLANNING PARAMETERS

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ABSTRACT

Since its inception as a multicollege district in 1969, The Metropolitan Community Colleges have experienced consistent enrollment growth. This study examines the prospects for future enrollment growth and outlines reasonable enrollment planning parameters for the District's educational services during the next ten years.

The enrollment parameters have been constructed from a number of reliable methodologies used in enrollment estimating. These methodologies are based on secondary enrollment within the District, the population of the service area, and past enrollment trends within the District. Analysis of these factors indicates that secondary enrollments may level off and possibly decline within the next few years. The population of the District is expected to continue to expand, but at a slower rate than in the past. However, in 1970 the largest age group was 5 to 14 years; by 1975, when this age group is 10 to 19 years of age, The Metropolitan Community Colleges may expect increased demand for educational services. Past enrollment trends are an important consideration for The Metropolitan Community Colleges because of its consistent growth during a period when other institutions were experiencing level and declining enrollments. Exact measures of the specific factors influencing that growth are generally not quantifiable. However, factors which probably had the greatest impact are new facilities, community education, recruiting, economic conditions, expanded program offerings, and greater access to the District's educational services.

On the basis of these findings, it appears reasonable to estimate a potential enrollment in regularly scheduled day and evening classes of approximately 21,000 FTE in 1985. It also appears reasonable to estimate that by 1985 a headcount of at least 60,000 individuals served by community education could create an additional credit enrollment of 6,000 FTE.

OPENING FALL FTE ENROLLMENT PARAMETERS

Year	Longview	Maple Woods	Penn Valley	Total
1975-1976	3,421	1,924	5,346	10,691
1976-1977	3,683	2,090	5,577	11,350
1977-1978	3,967	2,272	6,006	12,245
1978-1979	4,313	2,492	6,468	13,273
1979-1980	4,569	2,664	6,850	14,083
1980-1981	5,369	3,166	6,987	15,522
1981-1982	5,848	3,475	7,126	16,449
1982-1983	6,333	3,794	7,470	17,597
1983-1984	6,828	4,118	7,814	18,760
1984-1985	7,335	4,454	8,158	19,947
1985-1986	7,850	4,800	8,500	21,150

April 22, 1975

COMMUNITY EDUCATION FTE ENROLLMENT PROJECTIONS

	1975	1976	1977	1980	1985
Regular Credit	250	500	1,000	2,500	6,000

March 1975

INTRODUCTION

Presented in this report is an analysis of enrollment trends, leading indicators of enrollment potential, and enrollment objectives for The Metropolitan Community Colleges.

Since the opening of Longview and Maple Woods Community Colleges in 1969, both have experienced consistent enrollment growth. Combining their enrollments with those at Penn Valley Community College reveals that the total number of students being served by the District has more than doubled during the five-year interim. The current enrollment situation can be appraised by looking at variables which affect enrollment now and which are likely to continue having an effect. These variables are:

> Financial Stringency. Increasing austerity in postsecondary education could limit new program development or cause fee increases, either of which would deter enrollment increases.
>
> Service Area Population. Not only will the size of the District population affect enrollment, but the demographics of that population will also have an effect.
>
> Community Education. A highly developed community education program is the trademark of the comprehensive community college. Not only does it bolster noncredit enrollment, it serves as well to acquaint nontraditional students with educational programs that might benefit them. Since it is impossible to identify current trends in community education enrollment in relation to trends in credit enrollment, community education enrollment potential is treated separately in Appendix C. All other projections deal only with regular credit enrollment.
>
> New Facilities. New permanent facilities at the two suburban colleges will have a positive effect on enrollment.

Changing Educational Patterns. As the community college becomes more comprehensive (i.e., it attracts nondegree students and "stopins"), it can expect changes in enrollment patterns. Students may represent a greater cross-section of the community than they previously have, with widely varied educational goals and needs.

Unemployment and Labor Market Conditions. One effect of high unemployment rates has traditionally been an increase in postsecondary education enrollment. Also, as the area industrial mix shifts from agri-business to a manufacturing and service base, the sociocultural makeup of the city is likely to change, which may affect public attitudes toward postsecondary education.

Recruiting. Recruiting efforts by District colleges can stimulate enrollment by increasing the share of high school graduates attending District colleges and attracting a wider diversity of students.

Attachment. Enlarging the District boundaries would not only increase the tax base, but would also increase the direct service area population. This is especially significant at Maple Woods, where 25 percent of the enrollment pays in-state, out-of-district fees.

Other Factors. Some factors currently affecting enrollment but to an indeterminable degree are elimination of the draft, new job opportunities not requiring college education, general economic trends, the increasing number of periodic students, and increased freshman class capacity within the university system. Other events cannot be taken into account for the purpose of projecting enrollment, such as unforeseen military conflict, economic depression, industrial enterprises, and in- and out-migration. These, however, can have a tremendous effect on enrollment which can only be gauged on the basis of past experience with similar phenomena.

METHODOLOGY

Two main considerations determined selection of methodology for this study. The first was the need for a distinct and identifiable planning base which could easily be interpreted without the need to sift through an accumulation of confusing and sometimes conflicting data. The second consideration was accuracy: the parameters should be realistic, showing potential attainable enrollment figures. A combination of complementary techniques was therefore selected, each technique being used to arrive at congruent results.

Research and experience have demonstrated that the technique which most closely approximates enrollments as they actually occur utilizes community college enrollments in ratio to enrollments in Grades 9 through 12 of district high schools. It is not assumed that a certain proportion of students in Grades 9 through 12 will enroll. Rather, the assumption is that a relationship exists between full-time equated community college enrollment potential among students of all ages, young or old and regardless of residence, and the size of Grades 9 through 12. This was one of the techniques used.

A second technique analyzes correlations between the service area* population and community college enrollments and considers both survival and migration patterns. Actual census data and the MARC population projections for the years 1980 and 2000 were used, MARC projections being interpolated for each year covered by this study (see Table VI).

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*"Service area" is defined for the purposes of this study as the four-county area: Cass, Clay, Jackson, and Platte.

Another technique, cohort survival, determines the extent to which a specified group of individuals, known as a cohort, survives either by grade from first grade or by age from birth through college graduation. The survival rate is then applied to projected area populations to estimate expected college enrollment.

These techniques were converged to formulate a planning baseline using past enrollment data and current and anticipated population characteristics. The baseline was then used to draw low, medium, and high parameters. In Table VI, these results are compared to a 10 percent compounded annual enrollment growth.

ENROLLMENT TRENDS

Analysis of historical enrollment data is a key element in developing enrollment parameters. It is valuable in analyzing the effect of various factors on enrollment and permits the evaluation of projection methodology over past years.

In the five years the District has operated the three colleges, headcount enrollment has climbed from 6,768 in 1969 to 12,275 in fall 1974. This represents an annual average headcount increase of 16.2 percent, as shown in Table I. Actual District FTE enrollment for fall 1974 was 3.6 percent higher than was projected for that fall in late 1973. This degree of accuracy tends to validate the projection methodology which has been in use over the short term. Further review of this methodology, however, indicates that it does not seem to provide reasonable estimates of FTE enrollment over intermediate and long periods of time, falling consistently short. The reason for this is the inconsistency of the past relationship between part-time and full-time enrollment. This phenomenon is apparent from data presented in Table III. Other indicators, however, point to an eventual stabilization of this ratio, and parameters have been modified accordingly.

There is a definite trend for full-time students to take fewer credit hours and for part-time students to increase their credit hour loads. In fall 1969, full-time students (those taking at least 12 hours) averaged 14.4 credit hours; in fall 1974 they averaged 14.0. Part-time students, on the other hand, averaged 5.3 hours in fall 1969 and 5.8 hours in fall 1974 (see Table V). As this trend continues, we can anticipate headcount to rise proportionately faster than FTE.

Another significant fact evident from these tables is the percentage of out-of-district Missouri residents attending Maple Woods Community College. This percentage has climbed steadily since 1969 to its present level of 25.3 percent. Correspondingly, the number of out-of-district students for Longview and Penn Valley Community Colleges has also consistently increased. These factors, coupled with long-term potential attachment of territory to the District, support the use of the four-county population in determining enrollment parameters over the next ten years.

An examination of the 1970 census data by age group shows a significantly expanded age group between ages 5 and 14 (see Figure 3). As this age group reaches high school age, it may be expected to cause a reversal of the downward trend in secondary enrollment which has been experienced in recent years.

RESULTS

Credit Enrollment

Population of the District is expected to continue to grow, but at a more moderate rate than in the past. High school enrollments apparently have peaked and appear to be leveling off or declining. Many colleges and universities, both locally and nationally, have experienced enrollment decreases during the last five years, while others have had only minimal increases. Contrary to these trends, the District has maintained consistent enrollment increases. Thus, a primary focus of this study has been on determining why the District has experienced increasing enrollments in the same period when declining enrollments have been experienced elsewhere.

Analysis was made of factors mentioned earlier which affected past enrollment growth and which may affect future enrollment potential. From that analysis it would appear that consistent efforts to increase educational programs, expand student access, build permanent facilities, and reach a new student population are the major reasons for enrollment growth in the District. Since these foregoing factors are difficult to quantify directly, the study has used three different methods to determine the 1985 enrollment parameters. Each method treats different factors in arriving at results. These methods yield approximately the same results through 1979. Beyond 1979 the secondary school method begins a rather steep decline because of the historical declining trend in secondary school enrollment, combined with a stabilized ratio between secondary enrollments and District enrollments. This decline may be arrested as the earlier mentioned expanded age group reaches high school age. The population method continues to show an increasing potential because of the moderately expanding total population. The trend method is a product of past demand for the District's educational services. That demand has been met with expanded services and is expected to continue to be met at a rate similar to that which has occurred in the past. Based on these findings, a reasonable FTE enrollment for 1979 is approximately 14,000. For 1985 a FTE enrollment of 21,150 for Longview, Maple Woods and Penn Valley appears to be an attainable objective. Both of these enrollment parameters, however, are definitely dependent upon the rate at which the District increases its "share of the student marketplace." These enrollment parameters are summarized as follows.

	Fall FTE Longview		Fall FTE Maple Woods		Fall FTE Penn Valley		Fall FTE* Total	
Year	N	% Inc.	N	% Inc.	N	% Inc.	N	% Inc.
1975-1976	3,421	16.0	1,924	12.2	5,346	10.8	10,691	12.7
1976-1977	3,683	7.7	2,090	8.6	5,577	4.3	11,350	6.2
1977-1978	3,967	7.7	2,272	8.7	6,006	7.7	12,245	7.9
1978-1979	4,313	8.7	2,492	9.7	6,468	7.7	13,273	8.4
1979-1980	4,569	5.9	2,664	6.9	6,850	5.9	14,083	6.1
1980-1981	5,369	17.5	3,166	18.8	6,987	2.0	15,522	10.2
1981-1982	5,848	8.9	3,475	9.8	7,126	2.0	16,449	5.9
1982-1983	6,333	8.3	3,794	9.2	7,470	4.8	17,597	7.0
1983-1984	6,828	7.8	4,118	8.5	7,814	4.6	18,760	6.6
1984-1985	7,335	7.4	4,454	8.2	8,158	4.4	19,947	6.3
1985-1986	7,850	7.0	4,800	7.8	8,500	4.2	21,150	6.0

NOTE: These are estimated 10th day (opening) enrollments.

The composition of enrollment for each of the existing colleges is determined by the relative general populations which they tend to serve. In 1970, Platte and Clay counties accounted for less than 19 percent of the four-county population. It is estimated by the year 2000 Platte and Clay counties will account for about 30 percent of the four-county population. Using the previous methodology of the ratio of FTE enrollment to general population, the study has adjusted the Maple Woods Community College enrollment parameters by one percent (1%) per year commencing in 1976-1977. This adjustment increases the Maple Woods parameters by 9.3 percent in 1985 over the baseline data. A second adjustment over the baseline data has been made to reflect an increase in enrollment at Longview Community College and Maple Woods Community College, assuming that new facilities will be completed and ready for occupancy by the fall semester of 1980. The enrollment at Penn Valley Community College may be expected to be affected by the completion of the facilities at Maple Woods and Longview. This impact would most probably be a slower rate of growth for Penn Valley.

Community Education

Because the District became a comprehensive community college district only ten years ago, its efforts to provide community education remain an emerging function when compared to those of other community colleges which began concerted efforts in the 50's and 60's. The resulting lack of significant trend data for the District's community education enrollments makes it difficult to formulate parameters of future numbers which might be served; however, certain observations can be made.

In similar districts, enrollments in community education courses range from 7 to 45 persons per 1,000 population (see Table X). It seems reasonable to assume that community education enrollments in the District could reach similar levels if an agressive community education program is generated similar to those characterizing comparative institutions. These comparisons, however, cannot in any way be construed as projections; rather, they should be regarded as suggestions of possible guidelines by which to measure potential for the District's community education program.

The enrollment potential for community education, as shown in Table IX, is shown as both conservative and liberal parameters and is based upon Mid-America Regional Council's four-county population projections. A reasonable estimate is that the annual increase in community education enrollments will range from a conservative five persons per 1,000 population to a liberal ten persons per 1,000 population. Thus, enrollment in the District's community education program could be between 26,000 and 51,000 in 1979 and between 60,000 and 118,000 in 1985.

The community education enrollment parameters may have an impact on creating a new source of FTE credit enrollment. If by 1985, for example, 80 percent of the individuals served in community education are involved in a classroom activity or independent study and if at least 50 percent of these activities could be or are credit related (from one to three credits), then there are potential additional credit enrollment parameters of between 1,000 and 6,000 FTE. Such enrollment parameters depend a great deal on identifying a new clientele and operational methodology (T.V., college without walls, inservice training, work-study, etc.). Whether such activities in the community education area will affect the three colleges' enrollments will have to be studied carefully each year.

An examination of credit hours for previous semesters revealed approximately a four percent decrease from fall opening enrollment to fall mid-semester and an additional five percent decline to spring mid-semester. This procedure was followed in arriving at the mid-semester credit hours for the fall and spring semesters. This, combined with the estimated summer credit hours and credit hours of the Fourth College, yields annual credit hours (shown below) which are used in subsequent sections of this report.

ANNUAL CREDIT HOURS: 1975-1985

	Fall FTE* Opening	Fourth College FTE	Annual Credit Hours
1975-1976	10,691	250	281,952
1976-1977	11,350	500	293,964
1977-1978	12,245	1,000	328,464
1978-1979	13,273	1,500	365,364
1979-1980	14,083	2,000	397,296
1980-1981	15,522	2,500	443,484
1981-1982	16,449	3,200	482,904
1982-1983	17,597	3,900	527,292
1983-1984	18,760	4,600	572,028
1984-1985	19,947	5,300	617,292
1985-1986	21,150	6,000	662,916

*Longview, Maple Woods, and Penn Valley (see Table XII, p. 31).

APPENDIX A

HISTORICAL ENROLLMENT TRENDS

TABLE I. RATE OF INCREASE (DECREASE) IN HEADCOUNT AND FTE ENROLLMENT FOR THE METROPOLITAN COMMUNITY COLLEGES: FALL SEMESTER

Year	Headcount	Percent Increase (Decrease)	Actual FTE	Percent Increase (Decrease)
Longview				
1969	1,504		1,197	
1970	2,107	40.0%	1,802	50.5%
1971	2,689	27.6%	2,356	30.7%
1972	2,949	9.6%	2,436	3.3%
1973	3,370	14.2%	2,562	5.1%
1974	3,931	16.6%	2,948	15.1%
Maple Woods				
1969	985		797	
1970	1,409	43.0%	1,171	46.9%
1971	1,731	22.8%	1,418	21.0%
1972	1,784	3.0%	1,406	(0.8%)
1973	1,835	2.8%	1,534	9.1%
1974	2,146	16.9%	1,715	11.8%
Penn Valley				
1969	4,279		3,105	
1970	4,262	(0.3%)	3,260	4.9%
1971	4,674	9.6%	3,533	8.3%
1972	4,859	3.9%	3,688	4.3%
1973	5,653	16.3%	4,380	18.7%
1974	6,198	9.6%	4,823	10.1%
District				
1966	4,744		3,581	
1967	5,687	19.8%	3,976	11.0%
1968	5,887	3.5%	4,258	7.0%
1969	6,768	14.9%	5,099	19.7%
1970	7,778	14.9%	6,233	22.2%
1971	9,094	16.9%	7,307	17.2%
1972	9,592	5.4%	7,530	3.0%
1973	10,858	13.1%	8,476	12.5%
1974	12,275	13.1%	9,486	11.9%

TABLE II. COMPARISON OF PROJECTED FTE ENROLLMENT TO ACTUAL FTE ENROLLMENT: FALL 1974

College and Projection	Projected Enrollment for Fall 1974	Actual Enrollment for Fall 1974	Percentage Attainment of Projection
Longview			
High	2982		98.9%
Medium	2837	2948	103.9%
Low	2692		109.5%
Maple Woods			
High	1731		99.1%
Medium	1648	1715	104.1%
Low	1564		109.7%
Penn Valley			
High	4906		98.3%
Medium	4668	4823	103.3%
Low	4429		108.9%
District			
High	9621		98.6%
Medium	9154	9486	103.6%
Low	8687		109.2%

TABLE III. RATIO OF HEADCOUNT TO FTE FOR THE METROPOLITAN COMMUNITY COLLEGES: FALL SEMESTER 1969-1974

College and Year	Headcount	FTE	Ratio FTE to Headcount
Longview			
1969	1504	1197	79.58
1970	2107	1802	85.52
1971	2689	2356	87.61
1972	2949	2436	82.60
1973	3370	2562	76.02
1974	3931	2948	74.99
Maple Woods			
1969	985	797	80.91
1970	1409	1171	83.10
1971	1731	1418	81.91
1972	1784	1406	78.81
1973	1835	1534	83.59
1974	2146	1715	79.92
Penn Valley			
1969	4279	3105	72.56
1970	4262	3260	76.48
1971	4674	3533	75.58
1972	4859	3688	75.90
1973	5653	4380	77.48
1974	6198	4823	77.82
District			
1966	4744	3581	75.48
1967	5687	3976	69.91
1968	5887	4258	72.32
1969	6768	5099	75.33
1970	7778	6233	80.13
1971	9094	7307	80.34
1972	9592	7530	78.50
1973	10858	8476	78.06
1974	12275	9486	77.28

TABLE IV. COMPARISON OF HEADCOUNT, CREDIT HOUR, AND AVERAGE STUDENT CREDIT HOUR BY RESIDENCE FOR FULL-TIME STUDENTS: FALL SEMESTER 1969-1974

	IN-DISTRICT RESIDENCE			MISSOURI RESIDENCE			OUT-OF-STATE RESIDENCE			TOTAL		
COLLEGE	Head-Count	Credit Hours	Av.Hrs./Student	Head-Count	Credit Hours	Av.Hrs./Student	Head-Count	Credit Hours	Av.Hrs./Student	Head-Count	Credit Hours	Av.Hrs./Student
Longview												
9-23-69	640	9341	14.5	71	1059	14.9	5	77	15.4	716	10477	14.6
9-26-70	1034	15196	14.6	83	1225	14.7	6	62	10.3	1123	16483	14.6
9-15-71	1376	20084	14.5	112	1627	14.5	6	91	15.1	1494	21802	14.5
9-12-72	1332	19368	14.5	96	1366	14.2	2	26	13.0	1430	20760	14.5
9-07-73	1264	18273	14.5	115	1642	14.3	---	---	---	1379	19915	14.4
9-06-74	1403	20000	14.3	182	2567	14.1	2	30	15.0	1587	22597	14.2
Maple Woods												
9-23-69	396	5807	14.6	81	1168	14.4	2	30	15.0	479	7005	14.6
9-26-70	539	7756	14.3	174	2531	14.5	4	55	13.7	717	10342	14.4
9-15-71	652	9270	14.2	212	3028	14.2	2	28	14.0	866	12326	14.2
9-12-72	587	8297	14.1	201	2843	14.1	3	40	13.3	791	11180	14.1
9-07-73	668	9703	14.5	217	3155	14.5	4	72	18.0	889	12930	14.5
9-06-74	719	10393	14.5	236	3416	14.5	3	47	15.7	958	13856	14.5
Penn Valley												
9-23-69	1417	20280	14.3	78	1143	14.6	77	1097	14.2	1572	22520	14.3
9-26-70	1593	22757	14.2	83	1222	14.7	46	463	10.0	1722	24442	14.1
9-15-71	1721	24318	14.1	93	1320	14.1	47	338	7.1	1861	25976	13.9
9-12-72	1787	25002	13.9	132	1880	14.2	25	343	13.7	1944	27225	14.0
9-07-73	2086	28690	13.8	185	2638	14.3	30	432	14.4	2301	31760	13.8
9-06-74	2396	32591	13.6	239	3453	14.4	38	532	14.0	2672	36576	13.7
District												
9-23-69	2453	35428	14.4	230	3370	14.6	84	1204	14.3	2767	40002	14.4
9-26-70	3166	45709	14.4	340	4978	14.6	56	580	10.3	3562	51267	14.3
9-15-71	3749	53672	14.3	417	5975	14.3	55	457	8.3	4221	60104	14.2
9-12-72	3706	52667	14.2	429	6089	14.1	30	409	13.6	4165	59165	14.2
9-07-73	4018	56666	14.1	517	7435	14.4	34	504	14.8	4569	64605	14.1
9-06-74	4517	62984	13.9	657	9436	14.4	43	609	14.2	5217	73029	14.0

TABLE V. COMPARISON OF HEADCOUNT, CREDIT HOUR, AND AVERAGE STUDENT CREDIT HOUR BY RESIDENCE FOR PART-TIME STUDENTS: FALL SEMESTER 1969-1974

COLLEGE	IN-DISTRICT RESIDENCE			MISSOURI RESIDENCE			OUT-OF-STATE RESIDENCE			TOTAL		
	Head-Count	Credit Hours	Av.Hrs./Student	Head-Count	Credit Hours	Av.Hrs./Student	Head-Count	Credit Hours	Av.Hrs./Student	Head-Count	Credit Hours	Av.Hrs./Student
Longview												
9-23-69	733	3591	4.8	50	269	5.3	5	24	4.8	788	3884	4.9
9-26-70	912	4760	5.2	68	375	5.5	4	11	2.7	984	5146	5.2
9-15-71	1109	5992	5.4	85	476	5.6	1	6	6.0	1195	6474	5.4
9-12-72	1409	7852	5.5	104	576	5.5	6	41	6.8	1519	8469	5.5
9-07-73	1847	10080	5.5	108	620	5.7	36	125	3.5	1991	10825	5.4
9-06-74	2164	11737	5.4	174	1023	5.9	6	20	3.3	2344	12780	5.5
Maple Woods												
9-23-69	419	2097	5.0	86	469	5.4	1	3	3.0	506	2569	5.0
9-26-70	539	2876	5.3	151	832	5.5	2	9	4.5	692	3717	5.3
9-15-71	674	3624	5.3	190	1051	5.5	1	4	4.0	865	4679	5.4
9-12-72	746	4202	5.6	242	1449	5.9	5	36	7.2	993	5687	5.7
9-07-73	706	4049	5.7	237	1412	6.0	3	13	4.3	946	5474	5.8
9-06-74	880	4976	5.7	307	1747	5.7	1	4	4.0	1188	6727	5.7
Penn Valley												
9-23-69	2428	13343	5.4	148	733	4.9	131	681	5.1	2707	14757	5.4
9-26-70	2372	13591	5.7	101	566	5.6	67	515	7.6	2540	14672	5.7
9-15-71	2650	15405	5.8	116	635	5.4	70	376	5.3	2836	16416	5.7
9-12-72	2729	15954	5.8	131	784	5.9	55	298	5.4	2915	17036	5.8
9-07-73	3100	19114	6.2	159	1080	6.8	93	608	6.5	3352	20802	6.2
9-06-74	3280	19822	6.0	176	1084	6.2	70	393	5.6	3526	21299	6.0
District												
9-23-69	3580	19031	5.3	284	1471	5.1	137	708	5.1	4001	21210	5.3
9-26-70	3823	21227	5.5	320	1773	5.5	73	535	7.3	4216	23535	5.5
9-15-71	4433	25021	5.6	391	2162	5.5	72	386	5.3	4896	27569	5.6
9-12-72	4884	28008	5.7	477	2809	5.8	66	375	5.6	5427	31192	5.7
9-07-73	5653	33243	5.9	504	3112	6.2	132	746	5.7	6289	37101	5.9
9-06-74	6324	36535	5.8	657	3854	5.9	77	417	5.4	7058	40806	5.8

APPENDIX B

BASELINE ENROLLMENT PROJECTION DATA

TABLE VI. RATIO OF MCC FTE ENROLLMENT POTENTIAL TO THE FOUR-COUNTY SERVICE AREA POPULATION AND A TEN PERCENT ANNUAL GROWTH RATE COMPARISON

Year		Counties				Total 4-County Population	Ratio MDCC Enrollment to Population	MDCC FTE Enrollment	10% Annual Growth
		Cass	Clay	Jackson	Platte				
1950	*	19,325	45,221	541,035	14,973	620,554			
1960		29,702	87,474	622,732	23,350	763,258			
1970		39,448	123,702	654,178	32,081	849,409	.0073	6,233	
1971						858,976	.0085	7,307	
1972						868,543	.0087	7,530	
1973						878,110	.0097	8,476	
1974						887,677	.0107	9,486	
1975						897,244	.0116	10,408	10,435
1976						906,811	.0125	11,335	11,478
1977						916,378	.0134	12,279	12,626
1978						925,945	.0143	13,241	13,888
1979						935,512	.0152	14,220	15,277
1980	**	48,865	160,924	687,291	48,000	945,080	.0161	15,216	16,805
1981						959,892	.0170	16,318	18,486
1982						974,704	.0179	17,447	20,334
1983						989,516	.0188	18,603	22,367
1984						1,004,328	.0197	19,785	24,604
1985						1,019,140	.0206	20,994	27,064
2000	**	76,529	279,207	782,324	103,266	1,241,326			

Sources: *Bureau of Census, 1940-1970 Census of Population
**MARC, Estimates and Projections 1973 -- Kansas City Metropolitan Region

TABLE VII. RATIO OF ACTUAL ENROLLMENT IN HIGH SCHOOLS WITHIN THE DISTRICT TO THE ACTUAL FTE ENROLLMENT IN THE METROPOLITAN COMMUNITY COLLEGES: FALL SEMESTER 1966-1974

Years	Actual District Enrollment 9 through 12	Ratio of FTE to Base	Actual District FTE
1966-1967	40,767	8.78	3,581
1967-1968	42,058	9.45	3,976
1968-1969	43,319	9.83	4,258
1969-1970	43,833	11.63	5,099
1970-1971	45,669	13.64	6,233
1971-1972	45,596	16.02	7,307
1972-1973	44,183	17.04	7,530
1973-1974	46,919	18.06	8,476
1974-1975	44,895	21.13	9,486

TABLE VIII. RATIO OF PROJECTED ENROLLMENT IN HIGH SCHOOLS WITHIN THE DISTRICT TO FTE ENROLLMENT POTENTIAL FOR THE METROPOLITAN COMMUNITY COLLEGES: FALL SEMESTER 1975-1985

Year	1974-75	1975-76	1976-77	1977-78	1978-79	1979-1980	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
otal(9-12)	44895	45074	44271	42750	40844	38587	33834	32789	30685	28749	27477	26158
Ratio												
20		9015	8854	8550	8169	7717	6767	6558	6137	5750	5495	5232
21		9466	9297	8978	8577	8103	7105	6886	6444	6037	5770	5493
22		9916	9740	9405	8986	8489	7443	7214	6751	6325	6045	5755
23		10367	10182	9833	9394	8875	7782	7541	7058	6612	6320	6016
24		10818	10625	10260	9803	9261	8120	7869	7364	6900	6594	6278
25		11269	11068	10688	10211	9647	8459	8197	7671	7187	6869	6540
26		11719	11510	11115	10619	10033	8797	8525	7978	7475	7144	6801
27		12170	11953	11543	11028	10418	9135	8853	8285	7762	7419	7063
28		12621	12396	11970	11436	10804	9474	9181	8592	8050	7694	7324
29		13071	12839	12398	11845	11190	9812	9509	8899	8337	7968	7586
30		13522	13281	12825	12253	11576	10150	9837	9206	8625	8243	7847
31		13973	13724	13253	12662	11962	10489	10165	9512	8912	8518	8109
32		14424	14167	13680	13070	12348	10827	10492	9819	9200	8793	8371
33		14874	14609	14108	13479	12734	11165	10820	10126	9487	9067	8632
34		15325	15052	14535	13887	13120	11504	11148	10433	9775	9342	8894
35		15776	15495	14963	14295	13505	11842	11476	10740	10062	9617	9155
36		16227	15938	15390	14704	13891	12180	11804	11047	10350	9892	9417
37		16677	16380	15818	15112	14277	12519	12132	11353	10637	10166	9678
38		17128	16823	16245	15521	14663	12857	12460	11660	10925	10441	9940
39		17579	17266	16673	15929	15049	13195	12788	11967	11212	10716	10201

APPENDIX C

COMMUNITY EDUCATION

TABLE IX. RATIO OF COMMUNITY EDUCATION ENROLLMENT POTENTIAL TO THE POPULATION OF CASS, CLAY, JACKSON, AND PLATTE COUNTIES: ACTUAL AND PROJECTED

Year	Total 4-County Population	CONSERVATIVE		LIBERAL	
		Ratio per 1000	Headcount Goal	Ratio per 1000	Headcount Goal
1974	887,677	3.50	3,107	5.00	4,438
1975	897,244	8.50	7,626	15.00	13,459
1976	906,811	13.50	12,241	25.00	22,670
1977	916,378	18.50	16,953	35.00	32,073
1978	925,945	23.50	21,760	45.00	41,668
1979	935,512	28.50	26,662	55.00	51,453
1980	* 945,080	33.50	31,660	65.00	61,430
1981	959,892	38.50	36,956	75.00	71,992
1982	974,704	43.50	42,400	85.00	82,850
1983	989,516	48.50	47,992	95.00	94,004
1984	1,004,328	53.50	53,732	105.00	105,454
1985	1,019,140	58.50	59,620	115.00	117,201

Source: *MARC, Estimates and Projections 1973 -- Kansas City Metropolitan Region

TABLE X. COMMUNITY EDUCATION ENROLLMENT TRENDS IN MULTICAMPUS COMMUNITY COLLEGES AS CONTRASTED TO THE METROPOLITAN COMMUNITY COLLEGES: 1973-1974

Multicampus Community Colleges	Service Area Population	Community Education Enrollment	Ratio of Community Education Enrollment to Service Area Population
McComb County Community College (2 Campuses)	650,000	29,000	44.6/1,000
Montgomery Community College (2 Campuses)	500,000	10,000	20.0/1,000
Tarrant County Junior College District (2 Campuses)	750,000	5,000	6.66/1,000
Metropolitan District Community Colleges (3 Campuses)	650,000	1,681	2.58/1,000

TABLE XI

COMMUNITY EDUCATION ENROLLMENT PROJECTIONS

	1975		1976		1977		1980		1985	
	FTE	Individuals Served	FTE	Individuals Served	FTE	Individuals Served	FTE	Individuals Served	FTE	Individuals Served
Regular Credit	250	**	500		1000		2500		6000	
Special Credit*	200	**	300		400		1000		2000	
Community Education*		12000		16000		20000		50000		100000
Community Services	—	3000	—	6000	—	10000	—	15000	—	20000
TOTALS	450	15000	800	22000	1400	30000	3500	65000	8000	120000

DEFINITIONS:

(a) Regular Credit: These are courses which are transcripted and the credit would be used for associate degree or transfer purposes.

(b) Community Education:

(1) Special community courses; courses not normally carrying credit.
(2) Special Credit: those continuing education courses for which credit is given.

(c) Community Services: Activities and/or courses not carrying credit.

*The relationship between special credit and community education, and community services activities will be dependent upon how rapidly credit courses are developed in these areas. See "NOTE" in section on budget parameters.

**The estimated headcount of these FTE is unknown until further experience is generated by the proposed fourth college.

Source: Community Renewal College Report

APPENDIX D

FTE ENROLLMENT PARAMETERS

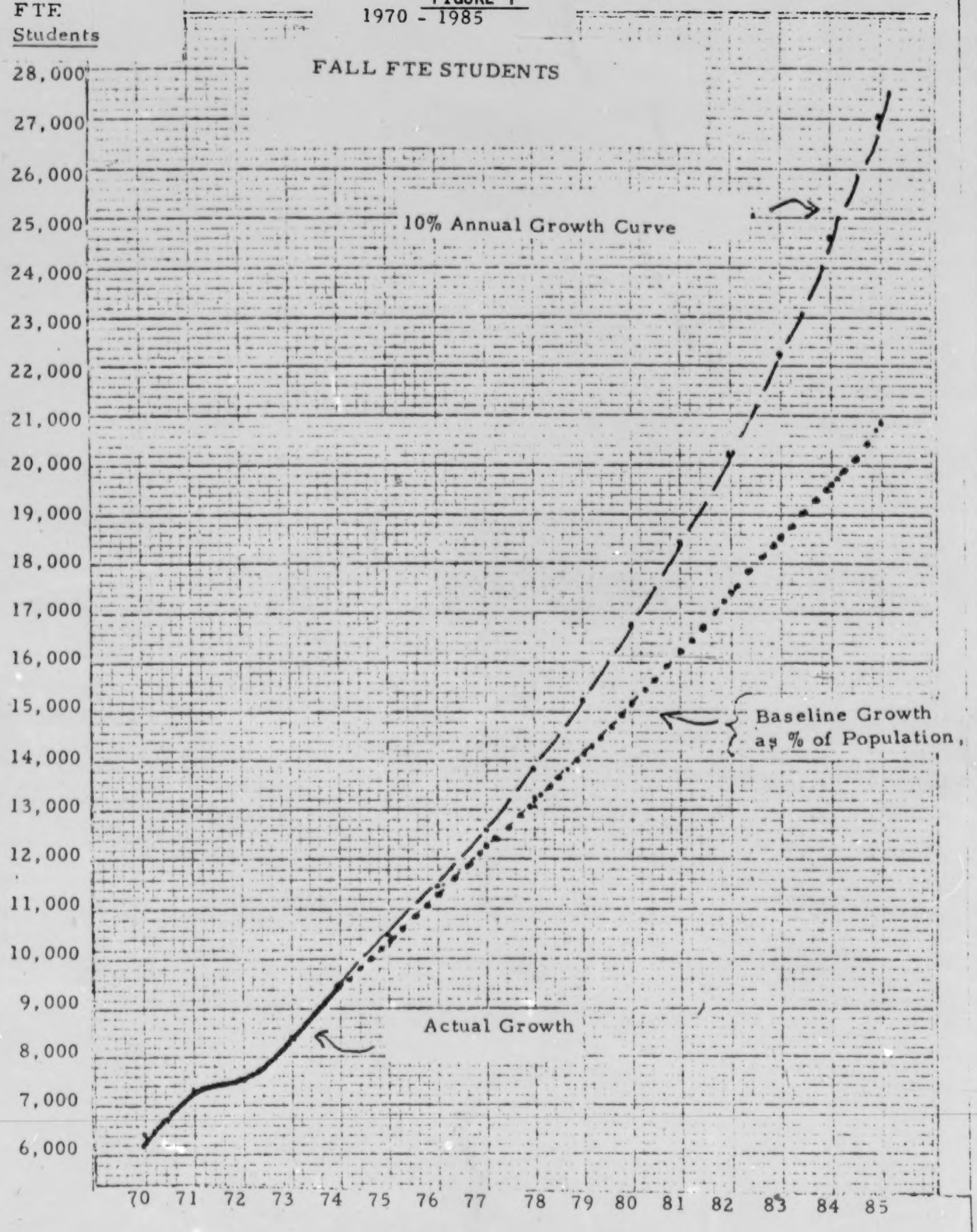
TABLE XII. OPENING FALL FTE ENROLLMENT PARAMETERS

Year	Longview		Maple Woods		Penn Valley		Total	
	N	%	N	%	N	%	N	%
1975-1976	3,421	16.0	1,924	12.2	5,346	10.8	10,691	12.7
1976-1977	3,683	7.7	2,090	8.6	5,577	4.3	11,350	6.2
1977-1978	3,967	7.7	2,272	8.7	6,006	7.7	12,245	7.9
1978-1979	4,313	8.7	2,492	9.7	6,468	7.7	13,273	8.4
1979-1980	4,569	5.9	2,664	6.9	6,850	5.9	14,083	6.1
1980-1981	5,369	17.5	3,166	18.8	6,987	2.0	15,522	10.2
1981-1982	5,848	8.9	3,475	9.8	7,126	2.0	16,449	5.9
1982-1983	6,333	8.3	3,794	9.2	7,470	4.8	17,597	7.0
1983-1984	6,828	7.8	4,118	8.5	7,814	4.6	18,760	6.6
1984-1985	7,335	7.4	4,454	8.2	8,158	4.4	19,947	6.3
1985-1986	7,850	7.0	4,800	7.8	8,500	4.2	21,150	6.0

APPENDIX E

DISTRICT FTE, HIGH SCHOOL ENROLLMENT, AND FOUR-COUNTY POPULATION

FIGURE 1
1970 - 1985



1970 -- 1985

FIGURE 2

Numbers represent 1,000

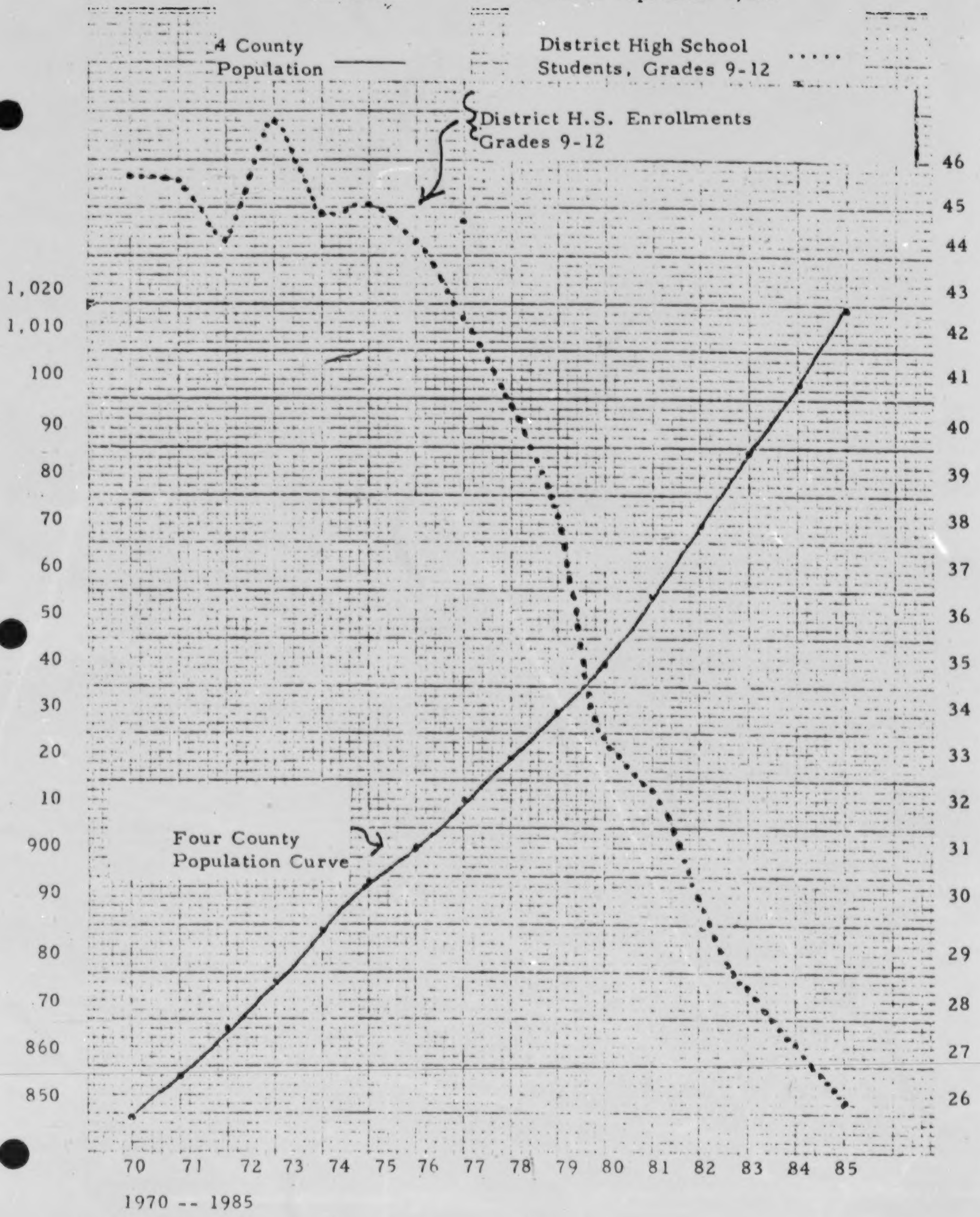
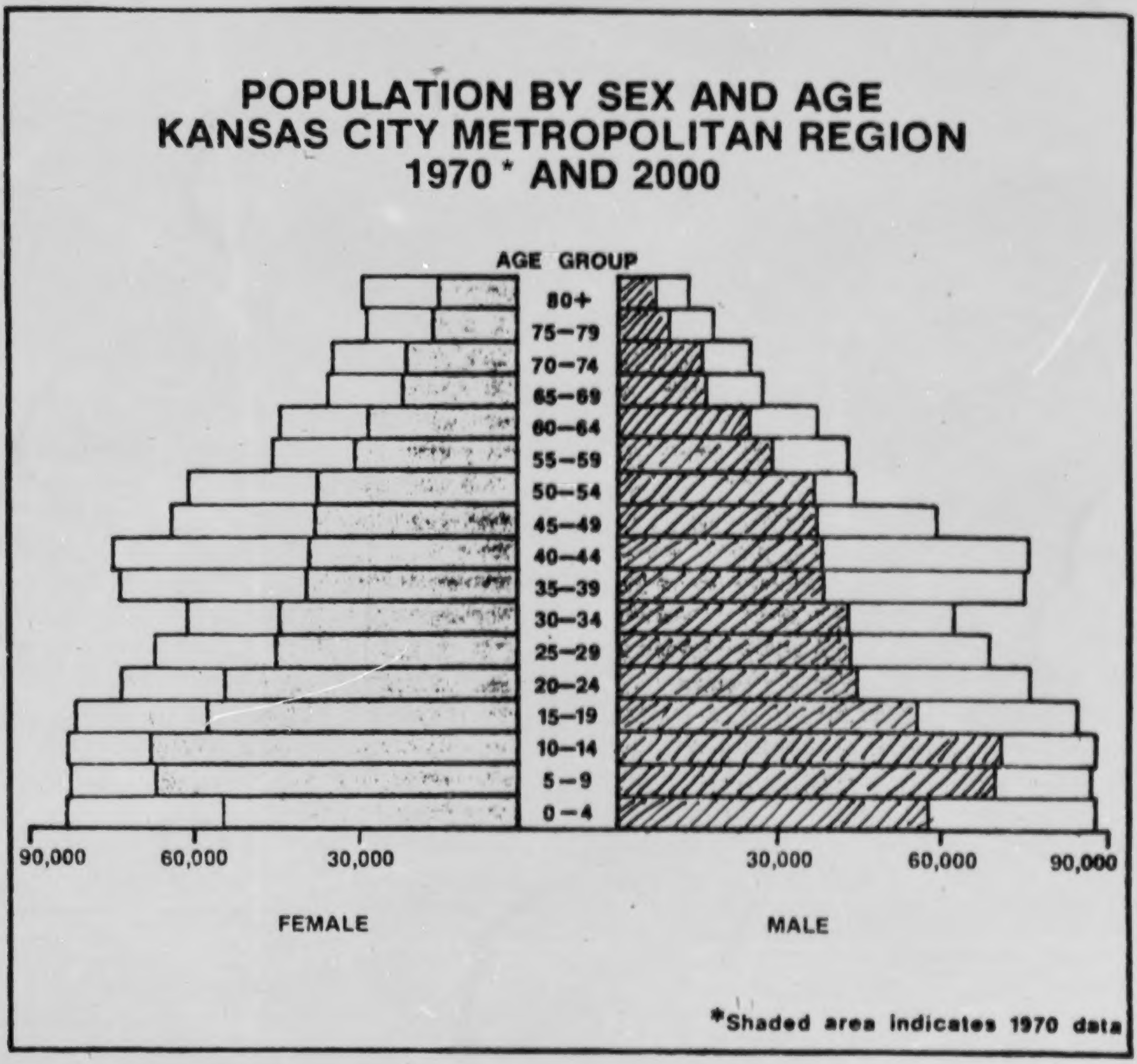


FIGURE 3



Source: Estimates and Projections, 1973, Mid-America Regional Council

SECTION III

STAFFING PARAMETERS

STAFFING PARAMETERS

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APPENDIX A	14

ABSTRACT

This study is an examination of the size of the staff as it relates to FTE enrollment and the services offered by The Metropolitan Community Colleges. The long-term financial stability of the District, the morale of the staff, the nature of the curriculum, and the services to the community are all heavily dependent upon careful management of the staffing parameters through the next decade. The staffing parameters, summarized below, demonstrate that economies of scale can be achieved without impairing future expansion of educational services.

	1975	1985	Actual Increase	Percent Increase
FTE Enrollment	11,748	27,621	15,873	135.1
Faculty	396.0	802	406.0	102.5
Counselors	13.0	43	30.0	330.8
Classified Staff	297.0	418	121.0	40.7
Librarians	6.5	12	5.5	84.6
Coordinators	17.0	22	5.0	29.4
Chairpersons	12.0	15	3.0	25.0
Administrators	47.0	61	14.0	29.7
	788.5	1,373	584.5	74.1

The table demonstrates that a FTE enrollment of 11,748 in 1975 supported by a staff of 788.5 yields a staff to student ratio of 6.7 per 100. By 1985, an expected FTE enrollment of 27,621, supported by a staff of 1,373, will yield a staff to student ratio of 4.9 per 100. The staffing parameters anticipate this accomplishment while simultaneously improving and increasing services available.

The goals set in this staffing plan for the instructional faculty are:

1. to teach an average credit hour load of 30 credits per academic year by 1981;
2. to serve an average class size of 27.5 by 1984;
3. to represent 55 percent of instructional FTE with full-time contract instructors by 1985.

The staffing goal for counselors, who are supported by college allocated funds, is to reach a ratio of one FTE counselor per 600 (headcount) students by 1978. The staffing goal for librarians is to reach ten professionals by 1978. The goals for classified staff are to have 77 full-time custodians by 1981 and no more than 302 classified employees in other categories by 1985.

Goals for supervisory personnel within the plan are:

1. to reach a level of 15 administrators in the District by 1976 and 46 in the colleges by 1985;
2. to have 22 coordinators for special programs and activities by 1982;
3. to provide for 15 FTE chairpersons by 1979.

INTRODUCTION

The quality of education and service to the community is directly attributable to the quality of the instructional and support staffs. The maintenance of this quality is, in turn, achieved through careful study and management of relationships between staff size and organization and FTE students. As enrollments expand, the parameters must be defined and staff organization adjusted to ensure continued service to the community which is consistent with the District's mission, goals, and objectives.

Therefore, the purpose of the staffing chapter is to examine the size of the instructional and support staffs as they relate to future FTE parameters and services offered by The Metropolitan Community Colleges. To meet the flexible and diverse needs of students and the pedagogical goals of comprehensive community colleges, several assumptions must be made. First, the ratio of instructional staff to student numbers must be kept at a high enough level to assure the achievement of these goals within the limits of the operational budget. Second, such elements of quality education as small class size, faculty morale, and adequate support service must be maintained.

It is, therefore, imperative that effective staffing parameters be examined and proposed for the future. This chapter offers a set of definitions, formulae, and staffing tables for the various segments of personnel in the District.

INSTRUCTIONAL STAFFING PARAMETERS

Staffing is vital to the success of the District in meeting its philosophy, mission, and goals. The District is publicly accountable for both the learning services it provides and the financial stability it maintains in supporting those learning services. Since approximately 80 percent of the total budget is expended in salaries, the single most important aspect of financial stability is staffing. The single largest category within the total staff is instructional personnel. Therefore, it is only logical that this category receives the greatest attention and that it is the most well guarded. The instructional staffing plan weighs heavily in favor of that which was professed by the faculty to be the most desirable in delivering quality education.

Average class size has been reduced from the number of 35 originally proposed to 27.5. The average credit hour load does not exceed that which is current policy. In order to fiscally accommodate this change, it was necessary to increase the percentage of part-time faculty from 35 to 45 percent. Many faculty members believe that the majority of the part-time faculty are highly qualified and competent in providing high quality instruction; however, increased part-time faculty needs to be accompanied by increased department supervision. The ratio of contract to part-time faculty is determined on an annual basis and for 1976 represents only a slight change from the current ratio.

The instructional staffing plan (p. 7) is used in the "Total Teaching Salaries" category in the balanced budget shown in the Fiscal Plan (see Appendix A, p. 15-18, for the original four plans proposed for consideration). It is important to note that persons on released time, counselors, librarians, or other college personnel not directly involved in the teaching process, are included in the Fiscal Plan in the category "College Allocated Funds."

INSTRUCTIONAL STAFFING PLAN

1975-1985

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Ratio of FTE Faculty to FTE Students*	23.73	24.19	25.11	25.11	25.13	25.14	26.13	26.12	26.59	27.58	27.55
Total FTE Faculty	396	405	436	485	527	588	616	673	717	746	802
Contract FTE: % of Spring Semester	65	64	63	62	61	60	59	58	57	56	55
Contract FTE	257	259	275	301	321	353	363	390	409	418	441
Part-Time FTE	139	146	161	184	206	235	253	283	308	328	361
Example of ratio in terms of:											
Average Class Size	25.0	25.0	26.0	26.0	26.0	26.0	26.1	26.1	26.6	27.5	27.5
Average Credit Hour Load	28.5	29.0	29.0	29.0	29.0	29.0	30.0	30.0	30.0	30.0	30.0
Total Credit Hours/FTE	712.5	725.0	754.0	754.0	754.0	754.0	784.0	784.0	798.0	827.0	827.0

*Computed on 30 credits for each FTE student

SUPPORT STAFFING PARAMETERS

Counselors

Through preparation and training, the counselor is qualified to assist students in arriving at their own decisions -- both academic and career, as well as other personal decisions. Currently, counselors in the District are responsible for both academic advisement and counseling. Generally, if counselors are involved in both functions, the ratio between FTE counselors and student headcount in most community colleges varies between 350 and 850. The parameters which follow assume an increasing need on the part of students for both counseling and advisement. The 1985 goal of 1:600 may be too high if the District emerges as a comprehensive community college system providing counseling services to an ever-expanding variety of learners and potential learners. The ratio, however, must be set realistically in terms of what can be accomplished and what level of fiscal support is available. It should be noted that the term "counselor," as used in this table, excludes financial aid, placement, student activities, and other special service functions. These functions are included in a later section on coordinators. The fiscal support for these planning parameters will require some adjustment on the part of the colleges in the application of their allocated funds.

COUNSELORS PLANNING PARAMETERS

	Current 1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Ratio	1:1200	1:900	1:900	1:900	1:600	1:600	1:600	1:600	1:600	1:600	1:600	1:600
Counselors - FTE	9.5	13	18	26	29	31	33	35	37	39	41	43

Librarians

Persons in this position work with all types of material, printed and audio-visual, to aid students in reaching specific course objectives, as well as in attaining greater knowledge and skill levels. As FTE increases, demand for professional assistance also increases in learning resource centers. It generally requires a minimum of two positions per center to provide a high level of service throughout the 53- to 60-hour week if supported by paraprofessionals. In addition, a professional in nonprint material is often required. Therefore, it is recommended that the District eventually have at least 12 learning resource positions, not including the administrators who are directly responsible for the learning resource centers.

LIBRARIANS PLANNING PARAMETERS

	Current 1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Librarians	5	6.5	7	9	10.5	12	12	12	12	12	12	12

Classified Staff

Districtwide support personnel, such as groundsmen, custodians, clerks, secretaries, and PBX operators, are referred to as classified staff.

In general, the custodial staff should have a direct relationship to the number of square feet which must be maintained. Therefore, the custodial staff has been separated and treated on that basis (using estimated square footage totals).

Other classified staff appears to relate more to function than to actual FTE enrollments, although in some cases other quantifiable factors seem to have a direct relationship to the number of staff required (e.g., operation of plant and recordkeeping on enrollment). The relationship between staff and administrators appears, however, to be sufficiently consistent for planning purposes. Investigation of historical data and other college districts reveals a fairly constant ratio emerging of .175 between administrators and classified staff. This ratio is useful only as a guide for initial staffing considerations. As the colleges grow and needs change, guidelines fitting the District's needs will be developed. If this ratio is applied to the number of administrators projected for 1985, a possible planning parameter of the number of classified staff required for 1985 can be determined. Then, assuming a linear relationship between 1975 and 1985 and after making an a adjustment for increased plant operation in 1976-1978, the following distribution of classified staff occurs.

CLASSIFIED STAFF PLANNING PARAMETERS

	Current 1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Custodians	44	48	56	63	70	72	75	77	77	77	77	77
All Other Classified Staff	236	249	261	267	272	274	287	290	293	296	299	302
Total	280	297	317	330	342	346	362	367	370	373	376	379

The above classified staff parameters account for full-time positions. In a dynamic environment such as the District represents, the need for occupational part-time positions is both unavoidable and, most of the time, unpredictable. This type of staffing need is recognized but its impact on planning must be accounted for in the use of college allocated funds distributed to the District units.

Administrators

An administrator is a person who is responsible for supervision, direction, planning, and evaluation of specified district and/or college functions. Research indicates that multicollege districts with total FTE enrollments between 4,000 and 7,000 generally have on the average between 10 and 14 administrators, excluding coordinators or chairpersons. For districts with enrollments between 7,000 and 12,000 FTE, the total number of administrators is between 14 and 20. Data relating to the administration of multicollege districts is unreliable due to inconsistencies in job definitions. Therefore, because of the lack of sufficient comparative data and assuming that the reorganization of the District is essentially complete, 15 administrators for the District have been estimated, allowing for the possibility of a slight increase during the period from 1977 to 1979 because of facility development management. The total number of administrators at the colleges may vary from 28 to 34. The reason for the small increase in administrators is that Penn Valley Community College has covered almost all of the required functions and the smaller colleges have only a few functions not yet covered.

ADMINISTRATIVE PLANNING PARAMETERS (FULL-TIME)

Location	Current 1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
District Services	14	14	15	15	15	15	15	15	15	15	15	15
Colleges	25	33	38.5	40	41	42	43.5	44	44.5	45	45.5	46
Total	39	47	53.5	55	56	57	58.5	59	59.5	60	60.5	61

Other Supervisory Personnel

In order to avoid confusion resulting from inappropriate or overlapping labels, consistency in job titles is being sought. The term director should be restricted for use at the District office level. The terms dean, coordinator, and chairperson should be used at the college level.

Generally, coordinators are persons assigned to deal with a variety of tasks under the direction of a dean-level position. The planning parameters provide for each college to have eventually at least four FTE coordinators: Financial Aid; Student Activities; Student Job Placement; and Buildings and Grounds. An additional six to ten FTE coordinators are included in the planning parameters to provide management for other miscellaneous tasks. These tasks might include cooperative education, clinical supervision, community services, athletics, food service, etc.

Research shows that whether colleges call their middlemanagement system divisions or departments, curricular areas are organized into related units. Generally, the number of such units is between 8 and 12, where each unit encompasses two or more complementary disciplines. In each case, a chairperson administers the work within each unit.

The 1985 planning parameters provide each of the District colleges with up to 10 units with an average of .5 FTE chairperson for each unit.

PLANNING PARAMETERS: COORDINATORS AND CHAIRPERSONS*

	Current 1974	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Coordinators - FTE	17	17	17	19	19	21	21	21	22	22	22	22
Chairpersons - FTE	9	12	13.5	13.5	13.5	15	15	15	15	15	15	15

*Excluding those externally funded positions or any consideration for the Fourth College due to lack of detailed plans at this time.

APPENDIX A

STAFFING PLANS

PLAN A

STAFFING PARAMETERS

1975 - 1985

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Average Class Size	25	25	25	25	25	25	25	25	25	25	25
Average Credit Hour Load	27	28.5	30	30	30	30	30	30	30	30	30
Total Credit Hours/FTE	675	712.5	750	750	750	750	750	750	750	750	750
Contract FTE: % of Spring Semester	65	65	65	65	65	65	65	65	65	65	65
Contract FTE	225	230	234	256	272	291	312	332	357	380	405
Part-Time FTE	120	133	139	149	158	169	181	194	207	222	235
Summer FTE	36	38	39	42	44	46	49	51	54	56	58
Total FTE	381	401	412	447	474	506	542	577	618	658	698

PLAN B

STAFFING PARAMETERS

1975-1985

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Average Class Size	25	25	25	25	25	25	25	25	25	25	25
Average Credit Hour Load	27	28.5	30	30	30	30	30	30	30	30	30
Total Credit Hours/FTE	675	712.5	750	750	750	750	750	750	750	750	750
Contract FTE: % of Spring Semester	65	64	63	62	61	60	59	58	57	56	55
Contract FTE	225	227	228	245	255	268	284	297	313	328	342
Part-Time FTE	120	136	145	160	175	192	209	229	251	274	298
Summer FTE	36	38	39	42	44	46	49	51	54	56	58
Total FTE	381	401	412	447	474	506	542	577	618	658	698

PLAN C

STAFFING PARAMETERS

1975 - 1985

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Average Class Size	25	26	27	28	29	30	31	32	33	34	35
Average Credit Hour Load	27	28.5	30	30	30	30	30	30	30	30	30
Total Credit Hours/FTE	675	741	810	840	870	900	930	960	990	1020	1050
Contract FTE: % of Spring Semester	65	65	65	65	65	65	65	65	65	65	65
Contract FTE	225	221	218	229	235	242	252	260	270	280	289
Part-Time FTE	120	129	127	133	136	141	146	151	157	162	167
Summer FTE	36	36	36	37	38	39	39	40	41	41	42
Total FTE	381	386	381	399	409	422	437	451	468	483	498
Paraprofessionals	0	15	30	39	47	56	66	76	88	99	110

PLAN D

STAFFING PARAMETERS

1975 - 1985

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Average Class Size	25	26	27	28	29	30	31	32	33	34	35
Average Credit Hour Load	27	28.5	30	30	30	30	30	30	30	30	30
Total Credit Hour/FTE	675	741	810	840	870	900	930	960	990	1020	1050
Contract FTE: % of Spring Semester	65	64	63	62	61	60	59	58	57	56	55
Contract FTE	225	218	212	218	220	224	229	232	237	241	245
Part-Time FTE	120	132	133	144	151	159	169	179	190	201	211
Summer FTE	36	36	36	37	38	39	39	40	41	41	42
Total FTE	381	386	381	399	409	422	437	451	468	483	498
Paraprofessional	0	15	30	39	47	56	66	76	88	99	110

STAFF MANNING TABLE
(Full Time)

District Offices
1974-75

Office or Department	No.	Designation	Comments
Office of Chancellor	2	Secretary V	
		Secretary V	
Office of Assistant to Chancellor	2	Secretary II	
		Clerk Typist II	
Office of Public Affairs	3	Public Info. Officer II	
		Clerk III	
		Secretary II	
Office of Executive Vice Chancellor	3	Secretary IV	
		PBX Operator	
		Head PBX Operator	
Office of Fiscal Services	1	Business Aide	
Controller's Office	8	Bookkeeper	
		Bookkeeper	
		Chief Accountant	
		Internal Auditor	
		Financial Specialist II	
		Accounting Clerk III	
		Accounting Clerk IV	
		Payroll Technician I	
Purchasing Office	7	Assistant Puchasing Agent	
		Purchasing Clerk IV	
		Purchasing Clerk IV	
		Purchasing Clerk IV	
		Stockroom Clerk IV	
		Ass't Stockroom Clerk III	
		Ass't Stockroom Clerk III	
Office of Personnel Services	4	Secretary II	
		Personnel Clerk IV	
		Personnel Technician I	
		Personnel Technician II	
Office of Facilities & Safety	16	Secretary II	
		Operating Engineer	
		Maintenance Assistant	
		Maintenance Assistant Trainee	
		Carpenter	
		Maintenance Supervisor	
		Custodian I	
		Custodian I	
		Custodian I	
		Custodian I	
		Custodian I	
		Custodian II	
		Custodial Supervisor	

Office or Department	No.	Designation	Comments
Office of Facilities & Safety (Continued)		Refrigeration Mechanic Refrigeration Mechanic Security Officer--Day Patrolman	
Office of Computer Services	10	EDP Technician I EDP Technician II EDP Technician II Keypunch Operator II Keypunch Operator II Keypunch Operator II Programmer II Programmer II Programmer Analyst Programmer or Programmer Analyst	 To be determinec
Office of Media Production Services	6	Clerk III Media Production Specialist II Media Production Specialist II Television Media Specialist II Media Production Technician II Keyline Artist	Media Productic Services to be transferred to Office of Publi Affairs 1/2/75
Technical Processing Unit	4	Library Clerk II Library Clerk III Library Clerk IV Library Catalog Technician II	
Office of Planning and Development	10	Secretary IV Secretary III Research Associate I Research Associate II Research Associate II Systems Analyst II Programmer II Programmer Analyst Specialist I--Governmental Relations Specialist II--Federal Programs	
TOTAL FULL-TIME STAFF	76	As of 12/17/74	

STAFF MANNING TABLE
(Full Time)

Longview Community College
1974-75

Office or Department	No.	Designation	Comments
Office of President	1	Secretary IV	
Public Information Office	1	Specialist I	
Academic Affairs Office	1	Technician I	
Occupational Education Office	1	Secretary III	
Continuing Education Office	2	Secretary I	
		Specialist I	
Automotive Technology	1	Assistant--Teaching	
Biology Department	1	Specialist I	
Engineering Technology Department	1	Assistant--Teaching	
Learning Center	2	Specialist I	
		Assistant	
Library	2	Clerk IV	
		Specialist I--Library Reference	
Instructional Media	1	Specialist I--Media Services	
Disadvantaged and Handicapped Secretarial Program	1	Laboratory Aide	
Administrative Services Office	4	Technician I	
		Business Aide	
		Accounting Clerk III	
		Bookkeeper	
Plant Operations	4	Superintendent of Bldgs & Grounds	
		PBX Operator	
		Maintenance Foreman	
		Clerk IV--Stockroom	
Security Department	5	Security Supervisor	
		Security Officer--Day Patrolman	Works nights
		Security Officer--Day Patrolman	Works nights
		Security Officer--Day Patrolman	
		Security Officer	Open Position
Grounds Maintenance	2	Groundsman	
		Groundsman	

Continued--

Office or Department	No.	Designation	Comments
Custodial Service	11	Custodial Foreman Custodian I Custodian I Custodian I Custodian II Custodian II Custodian II Custodian II Custodian II Custodian II Custodian II	
Food Services	2	Assistant--Food Service Fry Cook	Managerial Dutie Range 2
Bookstore	2	Specialist I--Auxiliary Srvs. Clerk III--Bookstore	
Student Affairs Office	1	Technician I	
Admissions and Records	5	Secretary III Assistant--Admissions Clerk IV--Admissions Clerk II--Admissions Technician	
Counseling Dept.	5	Secretary I Assistant--Counseling Assistant--Counseling Assistant--Counseling Specialist I--Testing	
Veterans Affairs	1	Clerk IV	
Health Services	1	College Nurse	
Student Activities	1	Secretary II	
Day Care Center	2	Assistant--Teaching Assistant--Teaching	
Veterans Cost of Instruction Program	1	Financial Aids Aide	

TOTAL FULL-TIME STAFF 62 As of 12/17/74

STAFF MANNING TABLE
(Full Time)

Maple Woods Community College
1974-75

Office or Department	No.	Designation	Comments
Office of President	1	Secretary IV	
Academic Affairs Office	3	Secretary III Clerk III Clerk III	
Continuing Education and Community Services	1	Clerk III	
Instructional Services	5	Specialist I--Media Technician I Clerk IV Assistant--Learning Technician II--Veterinary	
Learning Resources	3	Specialist I Clerk IV Clerk III	
Office of Student Affairs	10	Secretary II Transcript Analyst Veterans Advisor Specialist I Clerk III Secretary I Clerk III Clerk II Clerk II--Receptionist Specialist I	
Research & Development	1	Secretary II	
Administrative Services Office	4	Secretary III Assistant--Financial Clerk III Clerk IV	
Auxiliary Services Office	4	Assistant Clerk IV Food Service Worker Clerk III	
Security	5	Security Supervisor Security Officer--Day Patrolman Security Officer--Day Patrolman Security Officer--Night Watchman Security Officer--Night Watchman	

Continue

Office or Department	No.	Designation	Comments
Buildings and Grounds	12	Supervisor of Bldgs. & Grounds Clerk IV Maintenance Foreman Groundsman Custodial Supervisor Head Custodian Custodian I Custodian I Custodian II Custodian II Custodian II Custodian II	

TOTAL FULL-TIME STAFF 49 As of 12/17/74

STAFF MANNING TABLE
(Full Time)

Penn Valley Community College
1974-75

Office or Department	No.	Designation	Comments
Office of President	1	Secretary IV	
Office of Dean of Academic Affairs	1	Secretary II	
General Instruction	2	Specialist I--Learning Lab	
		Clerk II*	*Restricted Fund
Office of Dean of Administrative Services	8	Secretary III	
		Assistant--Financial	
		Clerk III--Purchasing	
		Secretary III	
		Payroll Technician I	
		Clerk III	
		Business Aide	
		Personnel Clerk III	
Bookstore	4	Bookstore Manager	
		Clerk IV	
		Cashier	
		Clerk III	
General Administration	4	Assistant to the President	Open
		Public Information Officer I	
		Assistant--Community Affairs	
		Clerk IV	
Office of Associate Dean of Occupational Educ.	1	Secretary I	
Office of Student Affairs		Assistant--Student Activities	
		Assistant--Veterans Affairs*	*Restricted Fu
		Veterans Advisor*	*Restricted Fu
		Clerk II	
		Clerk II	
		Transcript Analyst	
		Clerk III	
		Clerk II	
		Secretary I	
		Clerk II	
		Secretary II	
		Secretary I	
		Technician I--Data Control	
		Assistant--Financial Aids	
		Clerk III--Veterans Affairs	
		College Nurse	
		Clerk III	
		Secretary I*	*Restricted Fu
		Secretary I*	*Restricted Fu
		Veterans Advisor*	*Restricted Fu

Continued-

ffice or Department	No.	Designation	Comments
earning Resources	9	Specialist I	
		Clerk IV	
		Assistant--Reference	
		Technician I--Media	
		Clerk II	
		Clerk II	
		Clerk III	
		Clerk III	
		Clerk III	
Department of Health Occupations	7	Secretary I	
		Secretary II	
		Assistant--Teaching	
		Clerk III	
		Clerk II*	*Restricted Fun
		Clerk II--Typist	
		Specialist III--Geriatric Aide	
Computer & Secretarial Science--Data Proc.	1	Assistant--Data Processing Lab	
Dept. of Physical Science Eng. Mathematics & Chem.	1	Laboratory Aide	
Dept. of Lang & Lit & Reading Lab	1	Assistant--Reading	
ept. of Life Sciences-Biology	1	Assistant--Lab	
Dept. of Occupational Educ & Public Srv.	3	Secretary I	
		Laboratory Aide	
		Assistant--Teaching	
Plant Operations (Maintenance)	9	Operating & Maintenance Mechanic	District Rge 1
		Operating & Maintenance Mechanic	District Rge 1
		Maintenance Foreman	District
		Maintenance Mechanic	Range 12
		Groundsman	
		Groundsman	
		PBX Operator	
		PBX OPerator	
		Assistant--College Services	
(Custodial)	19	Head Custodian	
		Custodian I	
		Custodian I	
		Custodial Supervisor	
		Custodial Foreman	
		Custodian I	Effect. 1/2/75
		Custodian I	"
		Custodian I	"
		Custodian II	"
		Custodian II	"
		Custodian II	"
		Custodian II	"
		Custodian II	"
		Custodian II	"
		Custodian II	"

Continued--

Office or Department	No.	Designation	Comments
(Custodial) Continued		Custodian II	Effect. 1/2/75
		Custodian II	"
		Custodian II	"
		Custodian II	"
(Security)	16	Security Supervisor	
		Security Officer--Day Patrolman	
		Security Officer--Night Watchman	
		Security Officer--Day Patrolman	
		Security Officer--Day Patrolman	
		Security Officer--Night Watchman	
		Security Supervisor	
		Security Officer--Day Patrolman	
		Security Officer--Night Watchman	
		Security Officer--Day Patrolman	
		Security Officer--Office Personnel	
		Security Officer--Day Patrolman	
		Security Officer--Office Personnel	
		Security Officer--Night Watchman	
		Security Officer--Day Patrolman	
		Security Officer--Day Patrolman	
(Food Service)	2	Food Service Hostess	
		Clerk III	
(Word Processing)	3	Clerk III	
		Clerk III	
		Clerk III	

TOTAL FULL-TIME STAFF 93 As of 12/17/74

APPENDIX D

ADMINISTRATION

ADMINISTRATIVE MANNING TABLE

Longview Community College

Office or Department	Number of Positions	Designation	Comments
President	1	President	
Academic Affairs	3	Dean, Academic Affairs Associate Dean, Instruction Assistant Dean, Continuing Education	
Student Affairs	1	Dean, Student Affairs	
Administrative Services	1	Dean, Administrative Services	

ADMINISTRATIVE MANNING TABLE

Maple Woods Community College

Office or Department	Number of Positions	Designation	Comments
President	2	President Director, Research and Development	
Academic Affairs	4	Dean, Academic Affairs Assistant Dean, Instructional Services Assistant Dean, Continuing Education Assistant Dean, Learning Resources	
Student Affairs	1	Dean, Student Affairs	
Administrative Services	1	Dean, Administrative Services	

ADMINISTRATIVE MANNING TABLE

Penn Valley Community College

Office or Department	Number of Positions	Designation	Comments
President	1	President	
Academic Affairs	5	Dean, Academic Affairs Associate Dean, Academic Affairs Associate Dean, Occupational Education Assistant Dean, Continuing Education Assistant Dean, Learning Resources	
Student Affairs	2	Dean, Student Affairs Assistant Dean, Student Affairs	
Administrative Services	2	Dean, Administrative Services Assistant Dean, Administrative Services	
Health Sciences	1	Dean, Health Sciences	

ADMINISTRATIVE MANNING TABLE

District Offices

Office or Department	Number of Positions	Designation	Comments
Chancellor	3	Chancellor Assistant to the Chancellor Executive Director, Public Affairs	
District Services	8	Executive Vice Chancellor Director, Personnel Services Director, Media Services Director, Facilities and Safety Executive Director, Fiscal Services Director, Computer Services Purchasing Agent Controller	
Planning and Development	3	Vice Chancellor, Planning and Development Director, Research and Planning Interim Director of Program Development	

OTHER/STUDENT PERSONNEL SERVICES MANNING TABLE

Office or Department	Number of Positions	Designation	Comments
PENN VALLEY			
Student Affairs	1	Special Services	
MAPLE WOODS			
Student Affairs	.5 .5 .5 .5	Admissions Registrar Admissions/Articulation Student Activities	
LONGVIEW			
Student Affairs	3	Admissions Student Activities Admissions/Articulation	

COORDINATOR MANNING TABLE *

Office or Department	Number of Positions	Designation	Comments
PENN VALLEY			
Student Affairs	.5	Student Orientation	
	1	Faculty Advising	
	1	Financial Aid	
	1	Placement	
	1	Campus Center	
Administrative Services	1	Buildings and Grounds	
Academic Affairs	2	Educational Development Nontraditional Studies	
Division Health Sciences	1	Allied Health	
MAPLE WOODS			
Student Affairs	.5	Financial Aid	
	.5	Placement	
LONGVIEW			
Student Affairs	2	Financial Aid Placement	

*Does not include chairpersons or co-op program

APPENDIX E

STAFFING PLANS

PLAN A

STAFFING PARAMETERS

1975 - 1985

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Average Class Size	25	25	25	25	25	25	25	25	25	25	25
Average Credit Hour Load	27	28.5	30	30	30	30	30	30	30	30	30
Total Credit Hours/FTE	675	712.5	750	750	750	750	750	750	750	750	750
Contract FTE: % of Spring Semester	65	65	65	65	65	65	65	65	65	65	65
Contract FTE	225	230	234	256	272	291	312	332	357	380	405
Part-Time FTE	120	133	139	149	158	169	181	194	207	222	235
Summer FTE	36	38	39	42	44	46	49	51	54	56	58
Total FTE	**381**	**401**	**412**	**447**	**474**	**506**	**542**	**577**	**618**	**658**	**698**

PLAN B

STAFFING PARAMETERS

1975-1985

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Average Class Size	25	25	25	25	25	25	25	25	25	25	25
Average Credit Hour Load	27	28.5	30	30	30	30	30	30	30	30	30
Total Credit Hours/FTE	675	712.5	750	750	750	750	750	750	750	750	750
Contract FTE: % of Spring Semester	65	64	63	62	61	60	59	58	57	56	55
Contract FTE	225	227	228	245	255	268	284	297	313	328	342
Part-Time FTE	120	136	145	160	175	192	209	229	251	274	298
Summer FTE	36	38	39	42	44	46	49	51	54	56	58
Total FTE	381	401	412	447	474	506	542	577	618	658	698

PLAN C

STAFFING PARAMETERS

1975 - 1985

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Average Class Size	25	26	27	28	29	30	31	32	33	34	35
Average Credit Hour Load	27	28.5	30	30	30	30	30	30	30	30	30
Total Credit Hours/FTE	675	741	810	840	870	900	930	960	990	1020	1050
Contract FTE: % of Spring Semester	65	65	65	65	65	65	65	65	65	65	65
Contract FTE	225	221	218	229	235	242	252	260	270	280	289
Part-Time FTE	120	129	127	133	136	141	146	151	157	162	167
Summer FTE	36	36	36	37	38	39	39	40	41	41	42
Total FTE	381	386	381	399	409	422	437	451	468	483	498
Paraprofessionals	0	15	30	39	47	56	66	76	88	99	110

PLAN D

STAFFING PARAMETERS

1975 - 1985

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Average Class Size	25	26	27	28	29	30	31	32	33	34	35
Average Credit Hour Load	27	28.5	30	30	30	30	30	30	30	30	30
Total Credit Hour/FTE	675	741	810	840	870	900	930	960	990	1020	1050
Contract FTE: % of Spring Semester	65	64	63	62	61	60	59	58	57	56	55
Contract FTE	225	218	212	218	220	224	229	232	237	241	245
Part-Time FTE	120	132	133	144	151	159	169	179	190	201	211
Summer FTE	36	36	36	37	38	39	39	40	41	41	42
Total FTE	381	386	381	399	409	422	437	451	468	483	498
Paraprofessional	0	15	30	39	47	56	66	76	88	99	110

SECTION IV

NEEDS ASSESSMENT STUDY

NEEDS ASSESSMENT STUDY

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ABSTRACT

The Metropolitan Community Colleges have continually modified and increased their educational offerings and services to meet the changing needs of the community. This study examines the long-range trends of educational need as perceived by selected populations. The business needs of the future, student needs, and educational aspirations of the general public were all surveyed in an attempt to gather information for the long-range modification and development of curricula, student services, and community services programs.

A sample of business firms in the Kansas City area representing over 60,000 employees was selected and interviewed with respect to their future needs. Interviews of 117 firms indicate a continuing demand for trained personnel in the general business and clerical fields, as well as in the medical technologies. Many of the employers interviewed were not familiar with the types of training and services in the occupational fields offered by District colleges. Need to improve communication between the District and the business community is indicated, especially in the areas of placement and inservice training.

A sample of nine percent of fall semester 1974 students from the three colleges of the District completed a questionnaire to determine future needs of students as seen by current enrollees. Although most students found their present course of study satisfactory in preparing them for what they want to do after attending their community college, many expressed the need for an expanded schedule of evening classes. Responses indicate a low student utilization or

awareness of such college services as career and transfer information, job placement, faculty advisement, and tutoring. A high percentage indicated an interest in television as a delivery system and in independent study.

A total of 1,708 community citizens were interviewed in their homes and by telephone to gather information from the point of view of the "potential adult student." The results of this activity paralleled the inputs from the enrolled students. That is, interest in television as a delivery system, independent study, the need for more evening classes, and more advertising of offerings formed the core of the responses from the sample of the general public.

COMMUNITY NEEDS ASSESSMENT

	Number Surveyed	Number of Responses	Percentage Response
Business	200	117	58.5%
Students	1106	1106	100.0%
Public	1708	1708	100.0%

In summary, the conclusions were:

1. The colleges are perceived as providing quality education;
2. Local citizens favor more nontraditional delivery systems, particularly television;
3. There is a growing interest in night and weekend educational opportunities;
4. There is a growing interest in community services;
5. Examining community educational need should be an ongoing process;
6. There is continuing need for manpower in the basic business and health fields;
7. More effort should be put into community awareness activities.

PURPOSE

The purpose of this project was to assess the probable needs of the constituents of the District with respect to the following:

1. Types of curriculum, community services, and nontraditional offerings which might be provided in the future to meet the needs of students and potential students within the communities served by the District;
2. Employment trends at the technical and semiprofessional levels anticipated in both large and small businesses;
3. Types of teaching locations which might be utilized in the fulfillment of those needs;
4. Degree to which the District colleges are currently meeting the needs of their students.

This study was developed as one indicator, among many indicators, for providing general guidelines for the long-range planning process of the District. Neither sufficient time nor funds were devoted to this assessment to go beyond that of providing such general indicators.

METHODOLOGY

Three populations included in the survey are:

1. Small, medium, and large business firms in the Kansas City area as measured in terms of "number of employees";
2. Presently enrolled students at the three colleges of the District;
3. The general population within the boundaries of the District.

Business Firms

A sample of 200 business firms was selected from a population provided by the Mid-America Regional Council. The sample was selected as follows: 67 firms employing over 250, 67 firms employing between 100 and 249, and 66 firms employing from 1 to 99.

BUSINESSES SURVEYED AND RESPONSES

Number of Employees	Number Surveyed	Number of Responses	Percentage Response
Over 250	67	50	74.6%
100-249	67	34	50.8%
1-99	66	33	50.0%
Total	200	117	58.5%

These businesses were then surveyed with respect to their future needs and possible ways in which the District might best prepare students to fulfill their needs during the next ten years.

Since it was felt that it was important for District representatives to make personal contact with these business firms, the interview teams consisted of administrative personnel from each of the three colleges and the Division of Planning and Development at the District Office. Thus, one objective of this study, increased interaction between potential employers in the communities and the colleges serving those communities, was met.

Although the business section of the study was designed to sample a diverse section of the business community, no attempt was made to sample every unique type of business in the community. The sample, therefore, does not presume to be a comprehensive study of all community employment needs. However, insofar as it follows accepted statistical procedure for a directed random sample, the study leads to several useful implications.

College Students

During fall semester 1974, approximately 10 percent of the students were selected to participate in the survey. The sample consisted of students enrolled both part and full time in day, evening, and Saturday classes.

College	Fall 1974 Enrollment	Students Surveyed	Percent Surveyed
Longview	3931	391	9.95%
Maple Woods	2146	178	8.29%
Penn Valley	6198	537	8.66%
District Total	12275	1106	9.01%

The questionnaire was designed to serve as an evaluation of certain programs and services from the students' perception and to determine ways the District could better serve the needs and aspirations of the students.

General Public

The sample of 1,708 persons included in the general public study was selected from citizens within the communities served by the District. Approximately one-half of this population was surveyed by telephone; their names were arbitrarily selected from the telephone directory by telephone prefix. The other half was interviewed by survey teams consisting of 16 students from the three colleges in the District. The boundaries of the District were subdivided into 30 geographical zones of near-equal population densities. Student teams

INSTRUCTIONAL STAFFING PLAN

1975-1985

	1975	1976	1977	1978	1979	1980	1981	1982	1983	1984	1985
Ratio of FTE Faculty to FTE Students*	23.73	24.19	25.11	25.11	25.13	25.14	26.13	26.12	26.59	27.58	27.55
Total FTE Faculty	396	405	436	485	527	588	616	673	717	746	802
Contract FTE: % of Spring Semester	65	64	63	62	61	60	59	58	57	56	55
Contract FTE	257	259	275	301	321	353	363	390	409	418	441
Part-Time FTE	139	146	161	184	206	235	253	283	308	328	361
Example of ratio in terms of:											
Average Class Size	25.0	25.0	26.0	26.0	26.0	26.0	26.1	26.1	26.6	27.5	27.5
Average Credit Hour Load	28.5	29.0	29.0	29.0	29.0	29.0	30.0	30.0	30.0	30.0	30.0
Total Credit Hours/FTE	712.5	725.0	754.0	754.0	754.0	754.0	784.0	784.0	798.0	827.0	827.0

*Computed on 30 credits for each FTE student

BUSINESS NEEDS

BUSINESS NEEDS

Survey Results

Of the initial sample of 200 firms, 117 firms, representing over 60,000 employees, responded to the questions on the survey.

Representatives of the firms interviewed were asked to check from a list the types of qualified manpower for which there is expected to be a demand in their company within 1 year, 3 years, 5 years, and 10 years (see Table 1.1, p.11). They were also asked to write the name of additional job types not included in the checklist for which future demand is expected (see Table 1.2, p. 13).

Due to economic uncertainty, employers could not estimate exact numbers when making manpower projections. Therefore, data in Table 1.1 and Table 1.2 indicate the frequency of respondents with a need for that specific employment classification, not the number of openings. The data indicate that a consistently high need is foreseen for secretaries, stenographers, clerk-typists, accountants, data processing personnel, keypunch operators, advertising personnel, and sales personnel in the general business area, and nurses (ADN and LPN) and medical technicians in the allied health fields. Generally, employers stressed in their comments the need for development of interpersonal skills, communication abilities, and dedication.

Several executives mentioned that jobs at various skill levels are not always filled by persons with the optimum training for that particular job. Union requirements, seniority, wage and hour constraints, the policy of "promotion from within," company training programs, etc., all work to invalidate the simplistic notion that we can identify job requirements, train persons for those jobs, and place them directly with companies having job openings for persons with their talents. Some companies feel that well-trained personnel (i.e., new two-year college graduates) will tire from work in a short time and leave to "go back to college," probably based on traditional views of junior college being a lower division of the B.A. Some of these variables will be evident in Tables 1.3 through 1.6.

TABLE 1.1

BUSINESS SURVEY TOTALS

(Reflects Only Those Businesses Interviewed)

JOB CLASSIFICATION: TYPE OF EMPLOYEE	NUMBER OF FIRMS EXPRESSING MANPOWER NEEDS IN SPECIFIC JOB CLASSIFICATIONS (Total N = 117)			
	1 Year	3 Years	5 Years	10 Years
0. General Business				
0.1 Secretarial	43	46	45	40
0.2 Stenographer	23	23	22	23
0.3 Clerk-Typist	36	35	33	30
0.4 Accountant	18	22	22	26
0.5 Data Processor	21	20	18	20
0.6 Keypunch Operator	23	25	28	21
0.7 Advertising	8	10	12	8
0.8 Sales	19	17	20	17
0.9 Merchandising & Marketing Personnel	11	12	10	10
0.10 Buyer	3	11	4	8
0.11 Credit & Collections Supervisor	6	6	9	7
0.12 Banking & Finance Personnel	4	6	7	5
0.13 Traffic Manager (Shipping & Receiving)	6	7	7	7
0.14 Management	23	23	23	23
0.15 Other/Specify	2	1	1	1
1. Allied Health & Medical Technologies				
1.1 Dental Assistant	-	-	-	-
1.2 Dental Health Technician	-	-	-	-
1.3 Dental Lab Technician	-	-	-	-
1.4 Dietetic Technician	4	4	3	3
1.5 Inhalation Therapist	5	5	5	5
1.6 Medical Lab Technologist	4	5	5	5
1.7 Medical Records Technologist	5	6	6	6
1.8 Mid-Management Health Services	3	3	3	3
1.9 Nurse - ADN	5	5	5	5
1.10 Nurse - LPN	4	5	4	4
1.11 Mental Health Aid	1	1	1	1
1.12 Physical Therapy Assistant	2	3	3	4
1.13 Radiology Technician	4	6	4	4
1.14 Medical Assistant	-	2	1	1
1.15 Occupational Therapy Assistant	1	3	1	1
1.16 Operating Room Technician	2	3	3	3
1.17 Unit Manager	1	2	2	2
1.18 Urology Specialist	-	-	-	-
1.19 Hospital Administrator	-	-	-	1
1.20 Other/Specify	-	-	-	-

NOTE: The above numbers represent firms and not anticipated new employees.

TABLE 1.1 -- Continued

JOB CLASSIFICATION: TYPE OF EMPLOYEE	NUMBER OF FIRMS EXPRESSING MANPOWER NEEDS IN SPECIFIC JOB CLASSIFICATIONS (Total N = 117)			
	1 Year	3 Years	5 Years	10 Years
2. Engineering & Industrial Technology				
2.1 Architectural Technician	1	1	1	1
2.2 Automotive Technician	-	-	1	-
2.3 Aviation Maintenance Technician	1	1	1	1
2.4 Airframe Technician	1	1	1	1
2.5 Aircraft Electronics Technician	1	1	1	1
2.6 Aeronautical Engineering Technician	1	1	1	1
2.7 Powerplant Technician	1	2	2	2
2.8 Aviation Pilot	-	-	2	1
2.9 Aviation Reservations Agent	1	1	1	1
2.10 Air Traffic Controller	-	-	-	-
2.11 Cartographic Technician	1	1	1	1
2.12 Engineering Technician	2	1	1	1
2.13 Manufacturing Technician	2	1	1	2
2.14 Mid-Management Indus. Technician	1	-	-	1
2.15 Mid-Management Marketing Personnel	4	3	4	3
2.16 Environmental Control Technician	-	1	1	1
2.17 Industrial Science Technician	1	2	1	1
2.18 Construction Technologist	1	1	1	1
2.19 Traffic-Engineering Technologist	-	-	-	-
2.20 Electro-Mech. Technologist	1	-	1	-
2.21 Mechanical Technologist	1	2	2	2
2.22 Climate Control Technician	-	-	1	1
2.23 Other/Specify	5	5	5	5
3. Public Service Related				
3.1 Law Enforcement Officer	1	1	-	-
3.2 Fireman	-	-	-	-
3.3 Community Recreation Aide	-	1	1	1
3.4 Social Worker Aide	-	1	1	1
3.5 Educational Audio-Visual Technician	1	1	-	1
3.6 Home Economist	-	-	-	-
3.7 Other/Specify	-	1	1	1
4. Agriculture				
4.1 Agri-Business Specialist	-	1	-	-
4.2 Agricultural Technician	-	-	-	-
4.3 Other/Specify	-	-	-	-

NOTE: The above numbers represent firms and not anticipated new employees.

TABLE 1.2

BUSINESS SURVEY TOTALS

Other Comments

(Reflects Only Those Businesses Interviewed)

	NUMBER OF FIRMS EXPRESSING MANPOWER NEEDS IN SPECIFIC JOB CLASSIFICATIONS (Total N = 117)			
OTHER TYPES OF EMPLOYEES NEEDED	1 Year	3 Years	5 Years	10 Years
0. General Business				
0.15 Other/Specify				
Customer Service Representative	1	1	1	1
Proof Machine Operator	1	-	-	-
1. Allied Health & Medical Technologies				
1.20 Other/Specify	-	-	-	-
2. Engineering & Industrial Technology				
2.23 Other/Specify				
Pressman	1	1	1	1
Dress Machine Operator	1	1	1	1
Civil Engineering Technician	1	1	1	1
Electrical Engineering Technician	1	1	1	1
Safety Inspector	1	1	1	1
3. Public Service Related				
3.7 Other/Specify				
Security Guard	-	1	1	1
4. Agriculture				
4.3 Other/Specify	-	-	-	-

NOTE: The above numbers represent firms and not anticipated new employees.

Additional Business Indicators

In addition to the checklist, employers were asked four open-ended questions to gather further insights into manpower needs in the Kansas City area. As previously stated, one objective of these interviews was to establish interaction between employers and the District colleges to provide awareness of manpower needs, as well as educational programs to fill those needs. The results of the questions are difficult to document statistically; therefore, interpretation is subjective. Interpretation of these questions is shown in Tables 1.3 through 1.8 in the following text.

Many of the employers answering the question do not seem to be aware of, or openly stated they are not familiar with, the kinds of education, training, and services the District offers. They generally are not familiar with the "community college concept," especially as opposed to the "junior college." If the foregoing conclusion is in any way accurate, then it suggests that the District should increase employers' awareness of community college programs that may help fill their needs.

One reason many companies gave for preferring to promote from within the company rather than hiring recent graduates was the fear that the graduate would soon leave the company to continue his education. It seems that if better public relations could establish understanding between employers and community colleges, this fear could be dispelled, while, in turn, the colleges would better serve the needs of the community. This concern on the part of employers may also point out the need for expanded cooperative education programs.

The first question asked of each employer was "In addition to the checklist, would you care to comment on any other manpower requirements as you see them in the foreseeable future." (See Table 1.3.) This question gathered very little input, but the general comments received tended to reflect the directions businesses are taking with respect to manpower needs in the future. For example, 35 of the firms interviewed (almost 30%) volunteered the information that they were either laying off employees, training their own exclusively, automating, or having very little turnover -- unfavorable consequences for MCC graduates. On the other hand, only four (4) of the firms interviewed (3.41%) volunteered the information that they were expanding manpower in all areas. (It must be remembered this survey was done in December 1974, when the economy was extremely low.) Most firms interviewed felt the checklist (Tables 1.1 and 1.2) was complete enough so they had no additional comments on this question. For the purposes of interpreting Table 1.3, the most frequent comments volunteered by the businesses are simply listed and the number of times the comment was volunteered appears in the right column.

TABLE 1.3

Additional Manpower Comments

Volunteered Comments	Firms
Train own employees exclusively	9
Laying off employees in future	11
Hire only job experienced personnel	10
Automating the company (not expanding the personnel)	2
Very little turnover of personnel	2
Increasing personnel throughout all departments	4
Emphasizing the need or desire to hire degreed Associates of Arts graduates	3

The remaining questions asked of the business representives sought inputs with respect to improving the District's educational offerings to better serve the business community and, in turn, better serve the student preparing for that job market.

Question C asked:

> Can you think of any ways that The Junior College District of Metropolitan Kansas City, Missouri could make their educational offerings and services more relevant in training personnel to meet your particular future employment needs?

Comments from this question are illustrated in Table 1.4. It is evident here, as in Table 1.3, that many firms did not respond to this question, possibly due to their unfamiliarity with the District and its offerings. The firms who did respond tended to stress improvement of the "quality of education," as well as the expansion of some specific programs. With respect to the latter, it must be kept in mind that the employers who advocated an expansion in certain areas are not necessarily aware of the extent to which these programs at the District already exist.

As in Table 1.3, the most frequently volunteered comments have been listed in Table 1.4 and the number of times that comment was offered appears in the right column.

TABLE 1.4

Comments on Educational Improvement

Volunteered Comments	Firms
Better office management training	3
More comprehensive supervisory and mid-management training	9

TABLE 1.4 -- Continued

Volunteered Comments	Firms
More home economics programs	3
Need better programs of media production	4
Potential employees need more general education	4
More comprehensive computer training programs	7
Need for programs in restaurant management	2
Need for a course in "salesmanship"	5
Need for better writing and composition courses	3
Need for more "short courses" in business field	3
Need for better and continuous communications between educators and business firms with respect to manpower needs.	4

Question D of the survey sought information about educational incentive programs of business firms in aiding employees to continue their education. The question asked:

> Does your firm provide any incentive for employees to continue their education, such as paying all or part of the expenses or giving time off to attend school?
>
> 0.______Yes
> 1.______No
> 2.______Don't know
> 3.______No, but are interested in starting one.
>
> If answer is yes: Could you explain a little about your incentive program or do you have a brochure which describes the program?

Table 1.5 illustrates the results of the first part of this question. Data shows 59 firms (50.43%) responded "yes." Clearly, the business firms in the Kansas City metropolitan area represent a substantial source of students.

Table 1.6 summarizes data concerning existing incentive programs. The percent of tuition paid or reimbursed by the employer is shown, as is the type of educational programs for which these funds are allowed and the number of firms with incentive programs. The results of this data suggest that the development of an improved system of communication and coordination between the colleges and the business firms in the metropolitan Kansas City area would benefit and serve both.

TABLE 1.5

Number of Educational Incentive Programs Provided by Business

Response	Firms	Per Cent
Yes	59	50.43
No	34	29.06
Don't know	10	8.55
No, but are interested in starting one	4	3.42
No response	10	8.55

TABLE 1.6

Types of Educational Incentive Programs Provided by Business

Amount of Tuition Assumed by Company	Approved Tuition Assistance Programs	# of Firms Participating
To 50%	Job-related course or degree	10
To 50%	Any course or degree	6
To 75%	Job-related course or degree	16
To 75%	Any course or degree	7
To 100%	Job-related course or degree	16
To 100%	Any course or degree	4

Question E of the survey was designed to gather data on possible needs to develop inservice education programs at places of employment. The question asked:

> Do you feel a need exists for the development of "inservice programs" that could be conducted at your firm's location to upgrade the skills of your employees?
>
> 0.______Yes
> 1.______No
> 2.______Don't know
> 3.______No opinion
>
> If answer is yes: Could you tell me what types of inservice programs would be relevant to your needs?

Illustrated in Table 1.7 are the results of the first part of this question Of those responding, 34 (29.06%) indicated a definite need for the development of such programs and 48 (41.03%) felt there was no need. Table 1.8 illustrates the results of the second part of this question. As before, the most commonly volunteered comments are listed along with the number of times each comment was volunteered.

TABLE 1.7

Business Firm Perceptions of the Need for Inservice Education Programs

Comment	Number	Per Cent
Yes	34	29.06
No	48	41.03
Don't know	10	8.55
No opinion	4	3.42
No response	21	17.95

TABLE 1.8

Business Firm Perceptions of Types of Inservice Educational Programs Needed

Volunteered Comments	Firms
Clerical	10
Computer (Data Processing)	5
Communications Skills	2
Supervisory or Mid-Management	15 ✓
Medical Technology	3
Finance Supervision	3
Affirmative Action Orientation	2
Cooperative Education	5
Salesmanship	6

STUDY OF COMMUNITY COLLEGE STUDENTS

Survey Results

Table 2.1 illustrates the number and percent of students at each college responding to the questionnaire. "T" represents the total credit-course headcount at each college for the last half of fall semester 1974 and "N" refers to the number of students responding. The percent (%) figure illustrates the percent of "T" for each college which responded to the survey (see p.26-31).

TABLE 2.1

Number and Percent of Students Responding at Each College

	Longview T=3931	Maple Woods T=2146	Penn Valley T=6198	Totals 12275
N	391	178	537	1106
%	9.95	8.29	8.66	9.01

Questions 2 through 13 illustrate the findings of the student survey. Results are given in both number and percent of response for each specific answer. Questions 12 and 13, which are open-ended, are illustrated as lists of most frequently volunteered comments.

Questions 2 through 5 were designed to obtain student perceptions of who enrolls in community colleges. Question 2 is more evaluative; it asks students to evaluate their overall experience at a District college. As ascertainable from the data, students overwhelmingly responded "yes" they would still enroll in a District college if they were making the choice over again.

Questions 6 through 8 are evaluative. They were designed to gather student perceptions of college services and of the overall quality of education students feel they are receiving from the District colleges.

The implications of the results may affect future planning and implementation within the next ten-year period. Question 6, for example, gives insight into recruiting effectiveness. Students in the sample were asked to check the major source from which they obtained the most information about the District before they decided to enroll. It is evident from the data that most students received their initial information from written materials, high school counselors, and, most frequently, from friends and relatives. Very few responded that they received their information from official representatives of the District. This suggests a need for better coordination between official college representatives and such sources of potential students as high schools and employers.

Question 7 evaluates student use and degree of help received from key college services. Students were asked to check whether or not they used each service listed. Those who indicated they had utilized a particular service were requested to indicate the amount of help they received from that service. The data shows a high percentage of "no" responses with respect to initial utilization. In most cases, however, it must be assumed that if a student did not check either "yes" or "no" for a particular service, he probably did not utilize the service and the response most likely represents "no."

With the exception of counseling, utilization of noninstructional services seems low (see Question 7). Counseling services were utilized by 67 percent, 66 percent, and 56 percent of Longview, Maple Woods, and Penn Valley students, respectively. Low utilization of other services perhaps suggests that more efficient delivery systems to students should be made available or need for these services evaluated. However, some students may have no need for certain services.

Question 8 asked students how well their present course of study was preparing them for what they wanted to do after reaching their educational goals at the District. The data indicate that frequency of responses tended heavily in the "very good" to "great" range.

Questions 9 through 12 sought input about specific program planning. Questions were asked about specific curriculum programs and delivery systems to seek student reactions and determine whether or not a need for developing and implementing such curricula may exist.

Question 9 dealt with the question of television education and the results indicate that even among presently enrolled community college students the reactions to such a delivery system are favorable. (At the present time, the District is piloting a data processing television course which was developed by Boeing Computer Corporation in Seattle, Washington. The response so far has been successful.)

Question 10 sought reaction to the concept of "independent study" curricula, and the response to the development of such a package, as can be seen from the data, was tremendously favorable.

Questions 11 through 13 requested volunteered responses from students about their needs. The responses illustrate student suggestions about field of study, specific courses, services, etc., which could be either improved or offered for the first time. The most frequently volunteered comments have simply been listed and the number of times the response was volunteered is recorded next to the comment. As one can see from this data, no comment was volunteered frequently enough to make it significant, with the possible exception of the desire for more night classes to be offered for the benefit of degree-seeking students who work during the day.

NEEDS ASSESSMENT SURVEY:
MJCD STUDENTS

	N = 391 Long-view		N = 178 Maple Woods		N = 537 Penn Valley	
1. Social Security Number_____-___-_____	N	%	N	%	N	%
2. If you were making the choice over again, would you still enroll in MJCD?						
Yes	322	82	157	88	453	84
No	28	7	5	3	27	5
Don't know	41	11	16	9	55	10
If answer is no, why?____________	0	-	0	-	2	-
No response	0	-	0	-	0	-
3. Which one of the following was your most important reason for enrolling in a District college?						
Low cost	179	46	57	32	203	38
Conveniently located	108	28	65	37	73	14
Programs I wanted were offered	51	13	34	19	120	22
Denied admission to another school of my choice	1	-	0	-	8	1
I had difficulty in another college	1	-	0	-	10	2
Heard MJCD offers a good education	20	5	7	4	52	10
Advice of others	11	3	6	3	32	6
Other: please specify____________	16	4	9	5	39	7
No response	4	1	0	-	0	-
4. Which one of the descriptions below do you feel most accurately describes the type of students who enroll at District colleges?						
Persons who can't afford to go somewhere else	54	14	26	15	93	18
Students with below-average high school grades	6	2	3	2	10	2
Persons who can't get the type of educational programs they want somewhere else	14	4	12	7	33	6
People who "flunk out" elsewhere or can't get into another college	1	-	1	-	1	-
Persons who want small classes and a good education	123	31	42	24	82	15
All kinds -- rich or poor	161	41	66	37	251	48
Other: please specify____________	28	7	21	12	45	8
No response	4	1	7	4	16	3

5. The following are possible reasons why people might not enroll in a District college. Would you check the level of importance you think each one had in keeping more of your high school classmates and friends from enroiling at MJCD.

	N = 391 Long-view		N = 178 Maple Woods		N = 537 Penn Valley	
	N	%	N	%	N	%
Lack of money						
Much importance	63	16	18	10	121	23
Some importance	146	37	67	38	211	39
No importance	165	42	77	43	162	30
No response	17	4	16	9	43	8
Wanted a better college						
Much importance	101	26	47	26	128	24
Some importance	216	55	103	58	265	49
No importance	57	15	21	12	84	16
No response	17	4	7	4	60	11
Wanted to live away from home						
Much importance	139	36	63	35	162	31
Some importance	138	35	70	39	183	34
No importance	82	21	34	19	125	23
No response	32	8	11	6	67	12
MJCD students are unfriendly						
Much importance	11	3	5	3	23	4
Some importance	50	13	22	12	54	10
No importance	276	71	148	83	389	72
No response	54	14	3	2	71	13
They had no information about MJCD						
Much importance	67	17	29	16	111	21
Some importance	153	39	96	54	238	44
No importance	159	41	49	28	138	26
No response	12	3	4	2	50	9
Advice of high school counselors/teachers						
Much importance	47	12	30	17	103	19
Some importance	173	44	77	43	231	43
No importance	117	30	53	30	132	25
No response	54	14	18	10	71	13
The program they wanted was not offered at MJCD						
Much importance	192	49	83	47	224	42
Some importance	155	40	71	40	201	37
No importance	37	9	24	13	74	14
No response	7	2	0	-	38	7
Lack of transportation						
Much importance	48	12	14	8	68	13
Some importance	190	49	86	48	188	35
No importance	129	33	66	37	190	35
No response	24	6	12	7	91	17

	N = 391 Long-view		N = 178 Maple Woods		N = 537 Penn Valley	
	N	%	N	%	N	%
Other: please specify ______________						
Much importance	14	4	18	10	25	5
Some importance	5	1	3	2	9	2
No importance	0	-	0	-	4	1
No response	372	95	157	88	499	92

6. Indicate the source below from which you obtained the most information about MJCD before you decided to enroll.

	N	%	N	%	N	%
High school teachers and counselors	70	18	19	11	70	13
High school students	22	6	3	2	14	3
MJCD students	65	17	20	11	76	14
Official representatives of MJCD	26	7	21	12	30	6
Written materials	72	18	51	28	102	19
Friends or relatives	111	28	46	26	159	29
Employer	5	1	7	4	19	4
Other: please specify ______________	20	5	7	4	33	6
No response	0	-	4	2	34	6

7. Check the college services below you have utilized and the amount of help you received from these services while enrolled at a District college.

	N	%	N	%	N	%
Counseling services						
Yes	263	67	117	66	300	56
No	110	28	56	31	196	36
No response	18	5	5	3	41	8
Lots	41	10	34	19	75	14
Some	202	52	78	44	187	35
None	23	6	5	3	38	7
Career information						
Yes	69	18	50	28	169	31
No	198	50	110	62	318	59
No response	124	32	18	10	50	10
Lots	14	4	12	7	34	6
Some	48	12	38	21	119	22
None	6	1	0	-	16	3
Information about transfer colleges						
Yes	85	22	57	32	135	25
No	268	68	101	57	332	62
No response	38	10	20	11	70	13
Lots	13	3	11	6	39	7
Some	59	15	41	23	82	15
None	7	2	6	3	14	3

	N = 391		N = 178		N = 537	
	Long-view		Maple Woods		Penn Valley	
	N	%	N	%	N	%
Financial assistance						
Yes	76	19	31	17	155	29
No	275	70	128	72	327	61
No response	40	11	19	11	55	10
Lots	35	9	17	9	61	11
Some	33	8	14	8	69	13
None	7	2	0	-	25	5
Health services						
Yes	38	10	2	1	57	11
No	302	77	157	88	399	74
No response	51	13	19	11	81	15
Lots	11	3	0	-	17	3
Some	23	6	2	1	26	5
None	3	1	0	-	14	3
Student activities						
Yes	91	23	36	20	139	26
No	247	63	123	69	319	59
No response	53	14	19	11	79	15
Lots	29	7	6	3	31	6
Some	52	13	30	17	94	17
None	4	1	30	17	14	3
Veteran affairs						
Yes	69	18	45	25	61	11
No	266	68	121	68	362	67
No response	56	14	12	7	114	22
Lots	40	10	21	12	20	4
Some	25	6	17	9	34	6
None	4	1	7	4	7	1
Job placement services						
Yes	69	18	26	15	112	21
No	284	72	139	78	363	68
No response	38	10	13	7	62	11
Lots	16	4	7	4	40	7
Some	39	10	19	11	51	9
None	14	4	0	-	21	4
Faculty advisement						
Yes	96	24	43	24	126	23
No	257	66	111	62	315	59
No response	38	10	24	14	96	18
Lots	38	10	12	7	36	7
Some	48	12	26	15	75	14
None	8	2	5	3	14	3
Student tutors						
Yes	22	6	3	2	96	18
No	314	80	170	95	365	68
No response	55	14	5	3	76	14
Lots	8	2	2	1	25	5
Some	12	3	1	1	56	10
None	2	1	0	-	15	3

	N = 391 Long-view		N = 178 Maple Woods		N = 537 Penn Valley	
	N	%	N	%	N	%
Administrative Advisement						
Yes	55	14	31	17	95	18
No	290	74	126	71	362	67
No response	46	12	21	12	80	15
Lots	6	2	9	5	22	4
Some	38	10	22	12	60	11
None	2	1	0	-	13	2

8. Which one of the descriptions below do you feel most accurately describes how well your present college course of study is preparing you for what you want to do after your enrollment at MJCD is finished?

Not very well	28	7	5	3	26	5
Fair, but all could be better	61	16	29	16	115	21
Very good in most ways, but could be better in other ways	198	50	102	57	261	49
Great! It is giving me just what I need	77	20	42	24	119	22
No response	27	7	0	-	16	3

9. Suppose a MJCD course were given on television and repeated two or three times a week at different times. The college would make available guides, reading materials, and self-tests. You could discuss problems with the instructor by telephone; you could arrange personal meetings; and you would be given a final examination. If you wished, you would also be given the telephone numbers of interested students who live near you so you could discuss with them different aspects of the course. How interested would you be in such a course?

Very interested	94	24	52	29	155	29
Somewhat interested	142	36	58	33	180	34
Not at all interested	100	26	56	31	122	23
No opinion	50	13	12	7	61	11
No response	5	1	0	-	19	3

10. Suppose the college in which you are enrolled could arrange a completely independent, custom-made course for you. You and a faculty member would agree on a contract regarding what you would do to complete the course. You and your work would be examined by a team of persons who

work in the field of your study. How interested would you be in such a course?

	N = 391 Long-view		N = 178 Maple Woods		N = 537 Penn Valley	
	N	%	N	%	N	%
Very interested	127	32	74	42	222	41
Somewhat interested	143	37	70	39	185	34
Not at all interested	80	20	24	13	69	13
No opinion	39	10	10	6	37	7
No response	2	1	0	-	24	4

11. Is there another field of study that can be studied immediately after high school graduation and is not presently offered at the MJCD college where you attend that would be more interesting to you than your present program?

	N = 391 Long-view		N = 178 Maple Woods		N = 537 Penn Valley	
	N	%	N	%	N	%
Yes: please specify____________________	39	10	31	17	70	13
No	295	75	135	76	387	72
No response	57	15	12	7	80	15

12. Are there any specific courses which are not presently offered at your District college that you would like to see offered in the future? If there is, please write them below.

____

____

13. Other than the things you might have already indicated above, can you think of any ways in which the Metropolitan Junior College District can make their educational offerings and services more relevant to your needs and desires?

QUESTION 11

STUDENT SUGGESTIONS FROM "YES" RESPONSE

COLLEGE	SUGGESTED CURRICULA	FREQUENCY OF RESPONSE
Longview	1. Expanded Music Program	8
	2. Interior Design	3
	3. Expanded Art Program	9
	4. Expanded Administration of Justice Program	4
Maple Woods	1. Architectural Engineering	4
Penn Valley	1. TV-Radio Technology	6
	2. Expanded Art Program	8
	3. Forestry	3

QUESTION 12

STUDENT EXPRESSED INTEREST IN NEW SPECIFIC COURSES

COLLEGE	COURSE	FREQUENCY OF RESPONSE
Longview	1. Ceramics	6
	2. Advanced Data Processing	5
	3. Court Reporting	3
	4. ROTC	4
	5. More Social Science	5
	6. Nursing	3
Maple Woods	1. American Indian Studies	3
	2. Agriculture	5
	3. More Social Science	3
	4. Drafting	3
	5. Ecology/Conservation	3
Penn Valley	1. Advanced Anthropology	7
	2. Advanced Data Processing	12
	3. Advanced Music	8
	4. Aviation Mechanics	4
	5. Court Reporting	4
	6. Television Repair	6
	7. "The Bible"	8

QUESTION 13

STUDENT SUGGESTIONS FOR UPGRADING THE QUALITY OF EDUCATION

COLLEGE	SUGGESTION	FREQUENCY OF RESPONSE
Longview	1. Better Road Maintenance	5
	2. More Classes in Early Morning	4
	3. More Night Classes	14
Maple Woods	1. Expand District Boundaries in North	6
	2. Improvement of Mass Transit	4
	3. More Night Classes	12
Penn Valley	1. Improved Facilities and Maintenance	18
	2. Improved Mass Transportation	21
	3. Improved Developmental Studies Program	8
	4. Less Time-Consuming Enrollment Procedures	24
	5. Expanded Athletic Program	14
	6. More Night Classes	44

A STUDY OF EDUCATIONAL INTERESTS AMONG THE GENERAL PUBLIC

A STUDY OF EDUCATIONAL INTERESTS AMONG THE GENERAL PUBLIC

Survey Results

Questions 3, 4, 7, 8, and 9 on the survey were designed to provide the characteristics of the sample surveyed. These questions include age, occupation, amount of formal education, marital status, and type of school attended.

Questions 1, 2a, 5, 6, 10, 11, and 13 provide information on number of citizens who possibly might be interested in taking advantage of the educational programs offered by the District.

Question 1 illustrates the degree of public familiarity with the District. It is interesting to note that many citizens responding "knew practically nothing" about the colleges in the District. Those who knew about the District (see Question 2a) most often listed "friends/relatives" and "flyers/brochures" as their sources of information.

When asked if they would be interested in learning new skills to enter another occupation, a significant number responded "yes" (see Question 5). Question 6 illustrates that over one-half of the respondents were very or somewhat interested in career services. When citizens were asked if they would be interested in enrolling in some type of part-time educational program (see Question 10), nearly half of the respondents indicated "yes." When asked where they would prefer taking courses, the responses were fairly equally distributed between the three District colleges and "a four-year college" (see Question 11). It should be pointed out that such places as community sites and independent study received a small response.

Question 12 lists responses with respect to interest in specific courses and the responses were fairly evenly distributed. When asked (Question 13) why they would take those courses, it is interesting to note that either "personal improvement" or "just for fun" received the largest response.

The remaining items on the general public survey sought information from citizens about need to develop future curricula and services. Specific information was sought on such items as length of courses, times for classes, the acceptance of television delivery system, independent study, community services, and inservice training at places of employment. This information will be helpful in long-range planning.

Question 15a illustrates citizens' responses with respect to length of classes. One observation from this data is that while many citizens prefer the traditional "full semester," there is significant interest in nine-week courses of study. When asked when they would prefer going to school (see Question 15b), nearly one-half stated they would prefer attending once or twice a week, during the week, with one-quarter preferring night classes and nearly one-quarter preferring day classes. For those who responded to attendance by answering "once or twice a week," night classes consistently received the higher preference.

What is perhaps the most interesting find of the general public study is people's favorable response to television as an educational delivery system. Results among the general public were very similar to the results among District students. One may observe from Question 16 that, while the largest single response was "not at all interested," responses of "very interested" and "somewhat interested" were also substantial. It seems, therefore, by comparing the results of citizen and student responses to this question, that a sufficient need exists to continue intensive study and research into developing a TV delivery system.

There also seems to be an interest among the general public for an independent study curriculum. As illustrated by Question 17, nearly one-half of the sample indicated they were either very or somewhat interested in this nontraditional delivery system.

Questions 18 and 19 dealt with employer incentive to continue education and inservice educational programs. One may observe from the data that there appears to be sufficient interest for the District to continue its efforts in inservice programs.

Information was sought about the development of community services. Citizens were asked to express their interest in recreational and cultural activities and services. With respect to recreation (see Question 20), a total of 42.6 percent expressed either a strong or a moderate interest, while 45.6 percent expressed the same level of interest for cultural activities (see Question 21).

Question 22 illustrates citizens' preferences of locations for participation in recreational or cultural activities. Longview, Maple Woods, and Penn Valley were preferred by one-third of the total population surveyed.

Question 23 illustrates citizens' preference for types of instructors to conduct community activities. One may observe from the data that the most frequently checked type was "professional teachers," with "a member of the community" ranking second.

Finally, in the realm of community services, Question 25 lists citizens' reactions about educational services and cultural-recreational activities which might be provided for the physically handicapped and the older adult.

Question 26 lists the most frequently volunteered comments with respect to citizens' perceptions of ways the District colleges could improve their programs and services.

EDUCATIONAL INTEREST SURVEY: GENERAL PUBLIC

Good morning/afternoon/evening. My name is____________ and I'm making a survey for the Metropolitan Junior College District. I'm not trying to sell you anything. I'm only asking for ten minutes of your time to answer a few questions that will help us plan for the educational programs people in our district would most like us to offer.

	N = 315 Long-view		N = 436 Maple Woods		N = 243 Penn Valley		N = 714 Telephone Survey	
	N	%	N	%	N	%	N	%
1. First of all, how much do you already know about the colleges of the Junior College District?								
Know quite a lot about them	46	15	92	21	61	25	187	26
Know a little about them	121	38	218	50	94	39	245	34
Know practically nothing about them	115	36	107	25	73	30	227	32
Never heard of them	12	4	19	4	15	6	55	8
No response	21	7	0	-	0	-	0	-
2a. (Asked only of those who have some knowledge of the colleges.) Where did you get your information about them?								
Friends/relatives	53	17	209	48	93	38	217	30
Flyers/brochures received in mail	72	23	41	9	23	9	74	10
Took courses at______________	62	20	47	11	41	17	110	15
TV/radio announcements	33	10	21	5	18	7	25	4
Newspaper publicity	43	14	61	14	16	7	70	10
Other sources (church, club, high school, etc.)	30	9	42	10	29	12	81	11
Don't remember	22	7	15	3	10	4	47	7
No response	0	-	0	-	13	5	90	13
2b. (For those who know little or nothing about the colleges.) Let me give you this little brochure. It will tell you a lot of things about the District's colleges you may like to know.								
3. I know you'll think it's none of my business, but would you mind telling me approximately how old you are?								
18-20	44	14	65	15	64	26	133	18
21-29	98	31	141	32	99	41	170	24
30-49	57	18	160	37	60	25	227	32
50-64	31	10	55	13	17	7	109	15
65 and over	14	4	15	3	3	1	48	7
No response	71	23	0	-	0	-	27	4

	N = 315 Long-view		N = 436 Maple Woods		N = 243 Penn Valley		N = 714 Telephone Survey	
	N	%	N	%	N	%	N	%
4. What kind of work do you do?								
Professional (doctor, lawyer, teacher, writer/editor)	62	20	51	12	37	15	71	10
Managerial (some supervisory capacity)	20	6	52	12	30	12	67	9
Technical (engineers, persons highly skilled with extensive educational preparation)	30	10	20	4	21	9	76	11
Sales	31	10	51	12	26	11	71	10
Service	22	7	30	7	19	8	62	9
Clerical	30	10	40	9	15	6	64	9
Skilled or semiskilled labor	27	8	53	12	20	8	59	8
Unskilled labor	10	3	8	2	13	5	24	3
Unemployed and not seeking employment	39	12	55	13	[illegible]8	12	92	13
Other	22	7	66	15	17	7	44	6
Job title____________________	16	5	10	2	17	7	41	6
No response	6	2	0	-	0	-	43	6
5. Do you think you might be interested in learning the necessary skills to enter some other occupation?								
Yes	103	33	201	46	94	39	253	36
No	165	52	181	41	115	47	367	51
No opinion	46	15	34	8	34	14	89	12
No response	1	-	20	5	0	-	5	1
6. The District colleges can offer you career services you might find very helpful. They can advise you about your aptitudes, how to learn new skills, how your work experience might apply toward certification of your competencies. How interested do you think you might be in such services?								
Very interested	38	12	107	24	41	17	97	14
Somewhat interested	111	35	186	43	93	38	220	31
Not at all interested	116	37	100	23	66	27	286	40
No opinion	40	13	43	10	40	16	111	15
No response	10	3	0	-	3	1	0	-
7. How much formal education have you had?								
8th grade or less	4	1	5	1	13	5	19	3
Some high school	30	9	29	7	33	14	59	8
High school graduate	112	36	205	47	76	31	261	36

	N = 315		N = 436		N = 243		N = 714	
	Long-view		Maple Woods		Penn Valley		Telephone Survey	
	N	%	N	%	N	%	N	%
Some college	90	29	130	30	75	31	261	36
College degree	77	24	63	14	46	19	114	16
No response	2	1	4	1	0	-	0	-
8. By the way, are you married or single?								
Married	205	65	340	78	125	51	494	69
Single	110	35	95	22	116	48	218	30
No response	0	-	1	-	2	1	2	1
9. Are you now or have you previously been enrolled in an educational training program and, if so, at what type of institution?								
Public vocational-technical high school	16	5	25	6	20	8	93	13
Community college (public or private)	68	21	84	19	61	25	133	18
Public adult school	28	9	6	1	8	3	48	7
Commercial school	21	7	22	5	14	6	55	8
Four-year college	111	35	96	22	70	29	198	28
Other (military, apprenticeship, etc.)	21	7	35	8	22	9	62	9
No response	50	16	168	39	48	20	125	17
10. Would you be interested in enrolling in some type of part-time educational program if the hours could be arranged satisfactorily?								
Yes	120	38	243	56	110	45	286	40
No	143	45	151	35	94	39	327	46
No opinion	50	16	41	9	38	16	101	14
No response	2	1	1	-	1	-	0	-
11. Where would you prefer to take these courses?								
Longview Community College	77	24	8	2	60	25	114	16
Maple Woods Community College	1	1	196	45	34	14	100	14
Penn Valley Community College	22	7	18	4	50	20	134	19
Commercial or technical school	6	2	9	2	8	3	26	4
Four-year college	45	14	73	17	31	13	63	9
Independent study	19	6	14	3	10	4	32	4
A neighborhood community meeting place	29	9	34	8	9	4	55	8
Other: Specify________________________	8	3	7	2	10	4	47	6
No response	108	34	77	17	31	13	143	20

12. The District is considering a number of different courses -- some for a degree, some for job or personal improvement, and some just for fun. I'm going to read you a list of courses that might be offered and for each one I'm going to ask you to tell me whether or not it would be of sufficient interest to you that you might enroll in it.

	N = 315 Long-view		N = 436 Maple Woods		N = 243 Penn Valley		N = 714 Telephone Survey	
	N	%	N	%	N	%	N	%
Accounting								
Yes	64	20	141	32	59	24	160	22
No	128	41	226	52	106	44	342	48
No opinion	91	29	63	14	52	21	148	21
No response	32	10	6	1	26	11	64	9
Art Appreciation								
Yes	63	20	117	27	67	28	156	22
No	127	40	252	58	110	45	355	50
No opinion	88	28	67	15	35	14	134	19
No response	37	12	0	-	31	13	69	9
Child Development								
Yes	66	21	123	28	80	33	208	29
No	123	39	238	55	71	29	317	44
No opinion	90	29	72	16	62	26	150	21
No response	36	11	3	1	30	17	39	5
Data Processing								
Yes	54	17	109	24	68	28	169	24
No	134	43	225	52	101	41	336	46
No opinion	92	29	73	17	43	18	169	24
No response	35	11	29	7	31	13	40	6
Introduction to Psychology								
Yes	70	22	137	31	103	42	224	31
No	127	40	195	45	71	29	297	42
No opinion	87	28	71	16	56	23	162	23
No response	31	10	33	8	13	5	31	4
Man and His Environment								
Yes	64	20	106	24	49	20	151	21
No	124	39	234	54	78	32	346	48
No opinion	82	26	75	17	85	35	163	23
No response	45	14	21	5	31	13	54	8
Missouri History								
Yes	17	5	109	25	37	15	122	17
No	121	38	261	60	128	53	381	53
No opinion	72	23	65	15	44	18	168	24
No response	105	33	1	-	34	14	43	6

	N = 315 Long-view		N = 436 Maple Woods		N = 243 Penn Valley		N = 714 Telephone Survey	
	N	%	N	%	N	%	N	%
Music Appreciation								
Yes	59	18	125	29	45	19	152	21
No	134	43	240	55	97	40	360	50
No opinion	78	25	70	16	67	27	149	21
No response	44	14	1	-	34	14	53	7
Sociology								
Yes	64	20	117	27	58	24	202	28
No	134	42	248	57	89	37	300	42
No opinion	71	23	71	16	67	27	151	21
No response	46	15	0	-	29	12	61	9
Speed Reading Skills								
Yes	90	29	106	24	111	45	272	38
No	111	35	170	39	70	29	247	35
No opinion	74	23	60	14	36	15	135	19
No response	40	13	100	23	26	11	60	8
13. Why would you take these courses?								
To earn credits toward a degree	46	15	59	14	58	24	122	17
Job improvement	60	19	104	24	50	21	162	23
Personal improvement	127	40	211	48	100	41	243	34
Just for fun	50	16	52	12	34	14	119	17
No response	32	10	10	2	1	-	68	9
14. The courses on my list, as I'm sure you understand, are only a sample of courses that can be offered. What area(s) of study, that is courses or programs, most interests you?								
15a. If you were to enroll in a course at a District college, how long would you prefer it to last?								
Nine weeks	106	34	172	39	79	33	202	28
Full semester	111	35	194	44	124	51	330	46
Other: Specify____________________	13	4	24	6	16	6	55	8
No response	85	27	46	11	24	10	127	18
15b. When would you prefer taking this course?								
Once or twice a week	158	50	246	56	165	68	355	50
Day	41	13	121	28	68	28	160	22
Night	107	34	125	28	92	38	170	24
No response	10	3	0	-	5	2	25	4
Half days on Saturday	25	8	82	19	25	10	101	14
Off-hours (late in evening or early in morning)	31	10	80	18	34	14	125	18
Other: Specify______________________	6	2	15	3	5	2	38	5
No response	95	30	13	3	14	6	95	13

	N = 315 Long-view		N = 436 Maple Woods		N = 243 Penn Valley		N = 714 Telephone Survey	
	N	%	N	%	N	%	N	%
16. Suppose a course were given on television and repeated two or three times a week at different times. The college giving the course would make available study guides, reading materials, and self-tests. You could discuss problems with the instructor by telephone, you could arrange personal meetings, and you would be given a final examination. If you wished, you would also be given the telephone numbers of interested students who live near you so that you could discuss with them different aspects of the course. How interested would you be in such a course?								
Very interested	43	14	47	11	32	13	123	17
Somewhat interested	97	31	125	29	79	33	201	28
Not at all interested	109	34	210	48	64	26	307	43
No opinion	47	15	54	12	57	23	77	11
No response	19	6	0	-	11	5	6	1
17. Suppose we could arrange a completely independent, custom-made course for you. You and a faculty member would agree on a contract regarding what you would do to complete the course. You and your work would be examined by a team of persons who work in the field of your study. How interested would you be in such a course?								
Very interested	49	16	92	21	42	17	112	16
Somewhat interested	91	29	149	34	76	31	218	30
Not at all interested	116	36	134	31	49	20	269	38
No opinion	44	14	60	14	67	28	110	15
No response	15	5	1	-	9	3	5	1
18. If you are employed, does your employer provide any incentive for employees to continue their education, such as paying all or part of the expenses or giving time off to attend classes?								
Yes	100	31	111	25	50	21	178	25
No	92	29	179	41	92	37	214	30
Don't know	34	11	50	11	50	21	120	17
No opinion	53	17	64	16	51	21	134	19
No response	36	12	32	7	0	-	68	9

	N = 315		N = 436		N = 243		N = 714	
	Long-view		Maple Woods		Penn Valley		Telephone Survey	
	N	%	N	%	N	%	N	%
19. If the Junior College District could arrange with your employer to offer inservice programs at your place of employment for upgrading your skills in your current job or qualifying you for promotion, would you take advantage of such programs?								
Yes	111	35	201	46	119	49	293	41
No	41	13	87	20	36	15	99	14
Don't know	51	16	58	13	36	15	116	16
No opinion	74	23	72	17	33	13	164	23
No response	38	12	18	4	19	8	42	6
20. Suppose we could offer you a comprehensive program of recreational activities, such as intramural athletics, classes pertaining to hobbies or leisure interests, sportsmen's clinics, outdoor recreation classes, etc. If these activities were offered during your spare time hours (evenings, weekends), how interested would you be in participating in one or more of them?								
Very interested	70	22	60	14	25	10	88	12
Somewhat interested	94	30	117	27	54	22	220	31
Not interested	113	36	208	18	66	27	295	41
Not sure, need more information	27	9	39	8	53	22	102	14
No response	11	3	12	3	45	19	9	1
21. If we could offer you a program of cultural activities, such as concerts, drama productions, lecture series of special interests, arts and crafts classes, debates, seminars on special problems, etc. on a non-credit basis, how interested would you be in participating in such activities?								
Very interested	50	16	48	11	36	15	113	16
Somewhat interested	96	30	136	31	78	32	221	31
Not interested	139	44	178	41	68	28	288	40
Not sure, need more information	18	6	43	10	50	20	78	11
No response	12	4	31	7	11	5	14	2

	N = 315		N = 436		N = 243		N = 714	
	Long-view		Maple Woods		Penn Valley		Telephone Survey	
(Questions 22 - 25 are to be asked only to those who answered "very interested" or "somewhat interested" on Questions 20 and 21.)	N	%	N	%	N	%	N	%
22. If you were to participate in one of these recreational or cultural activities, where would you prefer this activity to take place?								
Longview campus	78	25	3	1	45	19	102	14
Penn Valley campus	16	5	25	6	45	19	86	12
Maple Woods campus	2	1	143	33	27	11	83	12
A local community site: Specify_______	16	5	25	6	11	4	43	6
A high school or elementary school near your home	68	21	62	14	29	12	109	15
Other: Specify____________________	8	3	3	1	12	5	15	2
No response	127	40	175	39	74	30	276	39
23. Assuming you participated in one of these activities, what type of instructor or supervisor would you prefer?								
A professional teacher	115	36	124	28	78	32	220	31
A member of the community like yourself, whose special interest or job is in the activity offered	68	22	115	26	54	22	163	23
Other: Specify____________________	8	3	12	3	6	2	47	6
No response	124	39	185	42	105	43	284	40
24. Can you tell me any particular interests you have that you would like to see offered as a recreational or cultural activity or service by the Metropolitan Junior College District.								
Yes: Specify____________________	61	19	103	24	37	15	160	22
No	99	31	127	29	71	29	245	34
No response	155	49	206	47	135	56	309	43
25. Do you feel there is a need in your community for the Metropolitan Junior College District to develop a special program that would bring needed educational services and cultural/recreational activities to the physically handicapped (blind, deaf, crippled, etc.) and older adults?								
Yes: Specify____________________	126	40	151	35	55	23	334	47
No	6	2	41	9	14	6	48	7
No opinion	46	15	177	41	60	25	116	16
No response	137	43	67	15	114	46	216	30

26. Can you think of any other services we can offer that would make our college more relevant to the needs of you and your community?

QUESTION 26

SUGGESTIONS FOR IMPROVING SERVICES PROVIDED BY THE DISTRICT

SUGGESTION	FREQUENCY OF RESPONSE
1. Better advertising for the colleges to inform people of course offerings	27
2. More night classes offered on and off campus	21
3. Special scholarships for those unable to pay tuition or time payments	7
4. Better mass transportation systems to and from colleges	6
5. Development of short courses	6
6. Development of more extensive entertainment (student activities)	4
7. Development of a tutorial program for the handicapped and underprivileged	4

CONCLUSIONS

Some major conclusions that can be supported by the data are:

1. Currently enrolled students perceive the education being provided them to be of good and useful quality.
2. Based on the firms interviewed, there is a continuing need for the District to develop and provide programs of career training in basic business skills (secretarial, sales, mid-management, etc.) and in the allied health field. (Additional studies may need to be made in other programs.)
3. Students and citizens of the general public report a willingness to participate in programs involving nontraditional methods of delivery -- particularly television.
4. There is sufficient support for the District to consider expansion of the number of evening and weekend courses.
5. Both the business sector and the general public strongly imply that there is insufficient knowledge of the District's colleges, their programs, and capabilities. Even students report learning of the colleges from friends and relatives rather than through any systematic District effort.
6. There is evidence supporting further development of community services by the District.

7. Even though this needs assessment involved more direct contact by a greater number of District personnel and reached more constituents than any previous survey done by the District, it can in no way be considered really comprehensive. Indeed, analysis of the results suggests that a Districtwide comprehensive needs assessment is neither financially feasible nor desirable, particularly in the area of business and industry. In the future, needs assessments should probably be conducted in response to requests for proposed occupational programs or to specific areas of need identified by community agencies.

APPENDIX

BUSINESS FIRMS SURVEYED

BUSINESS FIRMS SURVEYED

Adlers
Air Cargo Terminal
Allis Chalmers
Alton Box Board
American Can Company
Armco Corporation
Associated Press
Baptist Memorial Hospital
Bellas Hess Inc.
Beloved Toys Inc.
B. F. Goodrich Company
Black & Decker
Black & Veatch
Blue Cross of Kansas City
Business Mens Assurance Company
Calvin Communications
Chemical Sealing Corporation
C & I Manufacturing Company
City National Bank
City Wide Mortgage Company
Consolidated Comstock Company
Continental Oil
Cook Paint
Crown-Zellerbach Corporation
Data Sys-Tance Inc.
Dean Machinery Company
Empire State Bank
Enerco International Inc.
Ensley Tool Company Inc.
Examiner Publishing Company
Exhibitors Film Delivery
Faeth Company
Farmland Industries
Federated Credit Corporation
Fike Metal Products
Fleming Company Inc.
Forrest T. Jones
Forum Restaurants
Gateway Sporting Goods
General Mills
Goffe and Carkener Inc.
Golden Star Polish Manufacturing
Gresham & Company Inc.
Hallmark Cards Inc.
Harzfelds
Henco Corporation
Henry Wurst Inc.
Home Savings Association
IMCO Container
Independence Foundry
J. C. Nichols Company
J. Gilbert Restaurants
John Deere Company
K. C. General Hospital & Medical Center
K. C. Life Insurance Company
K. C. Star
K. C. Terminal Railway Company
Kitty Clover
Labor Pool Kansas City
Lynn Insurance Group
Manley Transfer Company
Marion Laboratories
Massman Construction Company
McDaniel Title Company
McDowell Tire Company
McPike Inc.
Men'dels Inc.
Meyer Optical Company Inc.
Middlewest Motor Freight
Midland International
Midwest Hanger Company
Midwest Research
Min Mac Lab., Inc.
Missouri Pacific Railroad Company
North K. C. Memorial Hospital
North K. C. State Bank
Old American Insurance
Old Security Life
Pacer Oil Company
Panhandle Eastern Pipeline
Pinkerton's Inc.
Plastic Enterprises Inc.
Plaza Motor Inn Inc.
Prier Brass Manufacturing Company
Railway Express Agency
Ralston Purina
R. B. Rice's Sausage Company
Red Top Inc.
Research Hospital & Medical Center
Riverside Red X Company
Rupert Manufacturing Company
Sears
Sellers & Marquis Roofing
Sexton Printing Company
Shaffer Enterprise
Skelly Oil

BUSINESS FIRMS SURVEYED -- Continued

St. Luke's Hospital
St. Mary's Hospital
Standard Milling Company
Storz Broadcasting
Stuart Hall Company Inc.
Summit Engineering Company
Swope Ridge Nursing Home
Thomas I. Lipton Inc.
Traders National Bank
Trans World Airlines
Trinity Lutheran Hospital
United Computing
Vendo Company
Vess Beverage Company
Waddell & Reed Inc.
Western Envelope Manufacturers
Western Typesetting Company
Westport Bank
Wilcox Electric
W. T. Grant Company
Xebec Corporation

SECTION V

EDUCATIONAL PLAN PART I

GENERAL GOALS

EDUCATIONAL PLAN PART I

GENERAL GOALS

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ABSTRACT

In the Educational Plan Part I, the recommended goals of the District which relate to educational processes were expanded. In addition, community, student, and faculty needs are expressed as nonquantified outcome statements in the following areas:

1. curriculum
2. general education
3. career education
4. learning systems
5. delivery systems
6. faculty development
7. student development

The plan presents a series of "planning themes" (outcome statements) that could serve as guidelines for goal setting by the colleges. The District has committed itself to expanding access to postsecondary educational opportunities; thus, the emphasis in the plan is on further development of educational alternatives that should more adequately meet the needs of students and the community.

In the area of CURRICULUM, emphasis is placed on developing highly adaptable curriculums to facilitate student entry and achievement in educational programs and courses.

In GENERAL EDUCATION, a wider variety of options is recommended, including interdisciplinary courses and courses that incorporate experiential learning.

In CAREER EDUCATION, emphasis is on further development of systematic career counseling and a gearing of the educational experiences to prepare students for economic independence, personal fulfillment, and an appreciation for the dignity of work.

In LEARNING SYSTEMS, increasing learning options by further development of instructional strategies and gearing teaching to learning styles of students is recommended. Support activities for learning such as study skills seminars, learners crisis clinics, and tutoring services are recognized as necessary for the progress of some students.

The development of NEW DELIVERY SYSTEMS is viewed as essential in expanding access to the educational opportunities offered by the colleges. Consequently, emphasis is placed on the creation of additional community learning and counseling sites, expanded use of mass communication media, and adaptable scheduling times.

In the section on FACULTY DEVELOPMENT, inservice education, released time, and clerical and paraprofessional persons are recommended to support development of learning systems, instructional strategies, and curriculum. Suggestions for involvement in various activities are offered as possible means to achieve role enrichment and enlargement for some faculty members.

In the section on STUDENT DEVELOPMENT, emphasis is to provide dynamic counseling and guidance services that help students to evaluate their abilities, direct them into educational programs in which they can realize their potential and foster individual growth and development.

PREFACE

This chapter of the Master Plan, the Educational Plan, is divided into two parts. Part I considers Evaluation, Curriculum (in general terms), General Education, Career Education, Learning Systems, New Delivery System, Faculty Development, Student Development, and includes a statement on Affirmative Action. (Part II presents a curriculum plan and process.)

In Educational Plan Part I, the recommended District goals, specifically related to educational processes, are expanded and expressed as outcome statements that indicate the general direction in which the District might move during the next ten years. During this time, the educational goals formulated by each of the District colleges will collectively match these outcome statements since accomplishment of the college objectives will effect overall achievement toward the District's goals and mission fulfillment. In this process, the colleges will continue to evolve by more fully responding to community and student needs as diverse comprehensive institutions.

INTRODUCTION

The Educational Plan for The Metropolitan Community Colleges embraces a twofold purpose of postsecondary education: to prepare students to earn a livelihood in the fields of their choice and to prepare them to live creative, humane, and sensitive lives. But it also recognizes that each student is an individual cut from a single mold, similar to but not exactly like that of any of his peers, and thus stresses the provision of individualized, self-paced learning systems. Therefore, because what the student learns and the degree of mastery he attains are the chief criteria by which to judge the effectiveness of any educational plan, it is important that every effort be made to match the educational program with individual student needs and to augment the program's instructional component with interconnected efforts in testing, guidance, and evaluation based on performance criteria rather than the numbers of study or contact hours involved.

The increased call for relevancy and creativity in postsecondary education cannot go unheeded. While this does not mean that all established teaching methods and courses are to be rejected, it certainly indicates that if many students are to develop competencies of lasting value, they must be able to draw upon a host of flexible programs and have access to information through both conventional and more modern media. Such outcomes will not occur automatically; the faculties and administrations will have to be dedicated to and involved in the planning and implementation of this approach.

The District's overall mission for the next ten years is to bring postsecondary educational opportunities within the geographical and financial reach of all who seek them. Traditionally, these opportunities have provided the experiences necessary for developing keen intellects, enlarging visions, increasing personal efficiency and effectiveness in life (including vocations), and enriching the culture of our society.

Learners, both traditional and "nontraditional" (or "new"), need to have the help and experiences most conducive to developing their skills, attitudes, and knowledge in the areas of relevant curriculums and continued learning throughout life. While the District and its colleges have made significant strides in meeting increased community learning needs, there is much yet to be accomplished. Thus, continued attempts by the District to respond to these accelerating needs are reflected in the educational plan for the next ten years.

To ensure that goals are realistic and desired outcomes are attainable, all major components of the District's total educational system should be reviewed and analyzed for potential changes, with alternative strategies designed, priorities set within constraints of fiscal limits and values, and, when necessary, program changes implemented. Desired outcomes for the learners as achieved through the District's programs should correspond with the learners' own needs and desires, both personally and vocationally.

The District should continue in its educational planning concentrating on WHO the learners are, WHAT the learners need and desire, and HOW they will achieve their educational goals. WHEN and WHERE, as functions of the learners' lifestyles and constraints, become options for learners within the total potential of the District's educational delivery systems. WHY education is pursued should be addressed more appropriately by the learners themselves. However, the District should take a proactive role in promoting the ideal of all people engaged in continuing their own education so that they continue to grow personally, avoid obsolescence in work, and, according to their abilities, are contributing members of society.

The District should meet the educational needs of a projected enrollment in excess of 60,000 students by 1985. But it should also recognize that, in the increased quantity, there will be an increased diversity of students, including "new" or "nontraditional" learners.

Among the factors that will help bring about the increase in numbers and multiplicity of learners are:

1. The relevancy and attractiveness of our programs;
2. The convenience of times and places at which courses are offered;
3. The development of a less stringent admissions bureaucracy;
4. Reasonable tuition or fee charges;
5. Favorable terms of financial aid;
6. Released time from work for educational purposes;
7. More leisure time available to workers;
8. Prior successful educational experiences;
9. Effective recruitment activities;
10. Optional learning systems;
11. New delivery systems;
12. Effective student development programs.

An adequate response to increased numbers of traditional students should be made by increasing present institutional capacities and capabilities; but an adequate response to increased numbers of nontraditional students can only be made by introducing a higher degree of flexibility and variety in curriculums and a greater number of options in the learning and instructional delivery systems.

Educational Planning Specifications

Planning an educational system of this kind requires careful attention to the goals for the District. This educational plan, therefore, strives for consistency throughout so that each element, whether curriculum development or flexible scheduling, is but a part of an integrated program for the development of the District as a whole.

The key planning specifications considered in this long-range plan were these:

- The District programs will be balanced between two kinds of educational services, the formal and the informal curriculums. The formal curriculum will include those courses which are part of a stated program of study that leads either to transfer, employment, enrichment, job mobility, and so forth. The informal curriculum will comprise those educational services provided to the community at large on an as-needed or as-desired basis.
- The District will offer an open learning opportunity to all citizens, regardless of their previous educational experience.
- The District curriculums will utilize the real world work experiences the community can provide the student, thereby closing the gap between academic theory and the extracollege real world.
- The theme of District programming will be relevance to the problems that citizens face; thus, where possible, student learning experiences will be oriented toward problem solving rather than the mere accumulation of information.

- To accommodate the individual differences of students, the District will encourage the development of various educational options related to differences in learning styles (the systems approach), thus providing individual as well as group or team experiences and traditional as well as innovative methods of instruction.

- The District will promote and support learner- and learning-centered educational programs and the modification of traditional scheduling to meet users' needs.

- The District will support modification of the formal curriculums as rapidly as possible to allow for individual prescription of educational units which fit the individual student's needs, as these needs are revealed through careful diagnostic testing.

- To assist the individual student in maximizing his potential, the District will encourage the development of counseling and guidance services which are linked directly to the educational opportunities offered and characterized by a close working relationship between counselors and teaching faculty.

- The District will encourage each college to develop a centralized "Learners' Crisis Clinic", designed to help any student solve learning and/or personal problems including, but not limited to, special assistance services for students having the need to improve their learning skills and study habits.

- The District will support the colleges as they periodically reorganize and update their programs and their methods, accepting occasional failure as the price of continuous experimentation and evaluation.

To realize an educational plan which meets these specifications, the District, the colleges, and the Board of Trustees are exploring together the implications of the District goals and the appropriate ways by which to achieve the desired outcomes.

This plan should be viewed as a "plan of educational alternatives" expressive of some degree of anticipated change in many components of the District's educational system; a "plan of alternatives" that more closely identifies with students and faculty who want and need alternatives. It is anticipated that each District college will continue to develop and implement educational alternatives which provide an adequate response to the expressed needs of the community and the students it serves.

In this plan, the expanded educational goals for the District, considered as expressions of nonquantified needs, are stated in the form of outcome statements. Without quantification, the statements appear to be ambiguous and all-inclusive. Each of the District colleges, through their goalsetting and formulation of respective measurable objectives, should collectively quantify these outcome statements. During this process, the colleges will also determine priorities among their goals, and design a timetable for achievement of the respective objectives.

PROCESSES OF EFFECTIVE EDUCATION

A system is a group of constituent parts that work together as a whole to achieve defined purposes. Every system is part of a larger system and is linked to other systems. A constituent system may be considered as a subsystem, but systems are merely constructs and a subsystem viewed from one perspective may be a system as viewed from another perspective.

Effective education considered as a system should highlight the purpose of an educational institution; namely, the effective and efficient education of learners. It can lead to the description of the conditions under which the performance occurs, or which may change or limit the performance, and to the standards necessary for the best coordination of the elements that make the system efficient and effective.

To succeed in making quality educational opportunities accessible to increasingly larger numbers of learners, in the perspective of infinite needs but finite resources, an effective system of education must be operative so that improvement in the effectiveness and efficiency of educational services is achieved for reasonable increases in cost. Effective education, therefore, should be the product of trained, competent, and committed persons serving in well-managed enterprises that are designed to facilitate learning. The hallmark of effective education is responsibility -- the attitude that, if learners and society are not being optimally served, the system or subsystem is redesigned or realigned until its purposes, as expressed in the objectives, are attained.

Accountability

An educational system is accountable when it develops and implements procedures by which evidence is given to the community that resources utilized to attain stated objectives are, in fact, attaining those objectives in an efficient and effective manner. If objectives are not being attained, evidence is given that deficits are measurable and will be made good. But accountability should not dehumanize or alienate the very people that make the system function. Therefore, focus in accountability should be on the output (results) of their services to human beings and society, not upon the input of resources into the institution.

Several types of accountability should be functional in an effective education system.

1. Personal accountability: Each person functioning in the educational enterprise is committed to solving problems and removing barriers so that all learners may achieve according to their potentials.
2. Professional accountability: Each person functions at or above the set standards for performance (each person participates in setting the standards); performance is measured according to these standards and deficiencies are made good.
3. System accountability: Attempts are made to relate all of the parts of the system (human, material, and organizational) that can be joined together to achieve a purpose.

Under accountability, a major focus is often on "results obtained for resources expended." Consequently, those responsible for educating learners should:

1. State their objectives in measurable terms;
2. Choose effective means for accomplishing each objective;
3. Operate a program in an efficient manner;
4. Objectively measure degree attainment of objectives (this will include valued judgements on priority of objectives);
5. Calculate costs of achievement;
6. Make necessary changes in their procedures and manner of operation to close performance gaps.

Achievement of system accountability is a central concern of management.

Management and Evaluation

Management, which involves planning, organizing, staffing, controlling, and evaluating, is the leadership and decision-making function of an organization. In an educational system, management should be a shared function among all major components because:

1. The basic elements of the management function are performed by cooperating systems (or subsystems);
2. Management functions are often performed through coordinated efforts of linked peer systems;
3. Management must involve the advisory, policy-making, and planning bodies of the system, as well as the executive team;
4. In any organization, it is critical that all involved components that are being held accountable know what is being done and what the implications are; ideally, every group or individual whose performance is being evaluated should have a voice in the objectives being set, the standards being used to measure deficits, the deficits that are revealed, and the measures undertaken to make the deficits good.

Evaluation has three desired outcomes:

1. To see that evaluation functions are relevant from the standpoint of system participants;
2. To document the various educational processes representing movement toward objective achievement at whatever level;
3. To see that evaluation data are utilized in program decision-making.

Relevance to System Participants

The basic objective involved in the evaluation effort is that those activities carried out in pursuit of evaluation goals are seen as relevant among those participants to whom the activity applies. A primary goal is to see system participants own and benefit from evaluative activity. If evaluation is done for the benefit of participants, there will be a much lower probability that evaluation objectives, methods, and procedures will need to be imposed from outside. If the evaluation activity is not owned or accepted by the participants, it is highly probable that the evaluative work may not be relevant at all or may be invalid. Thus, the first test of any evaluation function is: "Do participants accept this evaluative strategy as relevant?"

Documentation of Program Objectives

A second major objective of the evaluation venture is to document the extent to which objectives are achieved. Wherever an inquiry is made, evaluation functions are to provide evidence of the level at which objectives are achieved.

Evaluation Data Used for Decision-Making

The third objective of the evaluation activity is that whatever evaluative data are generated and interpreted in context of the educational processes and are utilized in decision-making.

At the level of students, faculty, and administration, educational objectives will suggest the need for information which will stimulate data taking. The data will be returned to participants in a feedback process and will be used to manage the processes by contributing to sound decision-making.

Evaluation Tasks

The primary evaluation tasks are:

1. To ascertain the objectives;
2. To associate meaningful criteria with the objectives, indicators which, by agreement among all parties concerned, should indicate whether objectives are achieved;
3. To specify
    a. the intervention variable designed to move participants toward achievement of objectives,
    b. the criteria for determining when and how much of the intervention is applied;
4. To monitor system activity in terms of intervention criteria and objective achievement criteria;
5. To manage a process for interpreting the data provided through the monitoring process;
6. To disseminate the evaluation data among system participants;
7. To repeat this evaluation process over and over again throughout the duration of the processes.

Assumptions

A number of basic assumptions may be identified which together provide a framework for evaluating educational processes.

First is a bias that evaluation is best seen as an integral part of any responsible management process and every enterprise requires constant monitoring and constant evaluation. Any management process may be seen as a continuous cycle of need identification, planning, intervention, evaluation of intervention effects, and reidentification of needs and goals. This last step becomes the beginning of a new cycle in the management evaluation process. From this frame of reference, evaluation is integral and essential to the accomplishment of objectives. Evaluative functions are required at every level of any enterprise. In a sense, each person may be seen as his own evaluation consultant. Those who manage a program or a course thus would be primary evaluation agents. See Figure 1 for a visual description of the management cycle.

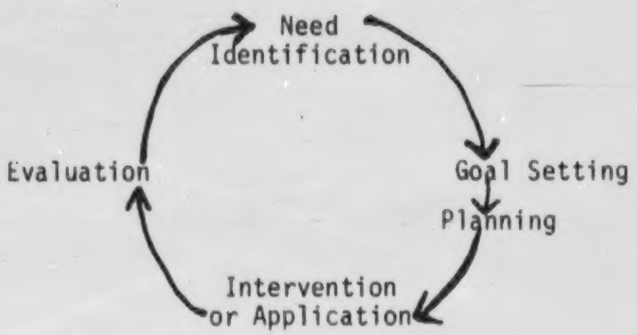

FIGURE 1. The Management Cycle

A second assumption is an identification with a model developed by Pratt and Canfield (1974)(1) which extends and clarifies the relationship among three major system components: values and goals; status or reality existing at any time; and intervention processes. The Pratt-Canfield formulation is based on a conceptualization developed by Steve Pratt called "Participant Systems Actualization Research" (PSAR). PSAR formulations are based on the optimistic idea that systems (of whatever variety or level) can be actualized -- helped to fulfill their potential. This second assumption means that evaluation effort would seek nothing less than to help actualize the program. According to the model, the discrepancies between goals/values/aspirations and the status of the system would be reduced by a variety of intervention processes designed to change the system in the directions suggested by those goals.

Certainly this model would be applied as a series of process steps over a period of time and none of the three major components of the model would be seen as fixed. The intervention process would be modified over time as information is accumulated about the effects of the interventions. In fact, one could anticipate that considerable effort would be directed toward strengthening all three of these system components.

It should be clear that the model is applied repetitively throughout the duration of the processes and that the system components change as a result of information gained on previous cycles (passed through the entire process).

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(1) Pratt, Steve and Merle Canfield. "Participant Systems Actualization Research: Evaluation Contract." Draft article prepared for a two-volume American Psychological Association publication in preparation, January 1974.

A list of several PSAR concepts useful in thinking about evaluation is presented briefly below.

1. Participation refers to the fact that meaningful evaluation must include all those persons in any way affected by the evaluation effort as active participants throughout the evaluation process. The effort thus would require that faculty, students, and administration participate in evaluation planning, activity, and interpretation.
2. The scope of the evaluation effort must be broad enough to include all variables potentially relevant to the objectives.
3. Relationships among those variables identified as relevant to the system must be specified.
4. Concepts developed in the context of the program must be carefully described and dimensionalized. This means that statements pertaining to objectives, status description, and intervention, as much as possible, are formulated in operational terms and are amenable to empirical measurement.

Third, it is assumed that any evaluation process involves the generation, interpretation, and sharing of information. This may be called a feedback function. Because the purpose of evaluation is to aid system participants in the achievement of goals, timely and relevant feedback throughout the project process is essential for the success of the entire venture. As much as possible, any data relevant to any system participant should be made available to that participant as rapidly as is possible.

The fourth assumption is that evaluation is primarily an in-house task, which must be integrated with all other administrative service functions. This "endogenous" orientation evaluation (Kliewer, 1971)(2)presents evaluation as primarily an "inside" task rather than a task for an "outside" biased or impartial observer. Here again, the evaluation model which is suggested departs significantly from what has been seen as the traditional research orientation.

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(2)Kliewer, Dean. Toward Increased Endogenous Program Evaluation. Program Evaluation Forum Position Papers, Program Evaluation Project, Hennipen County Mental Health Center, Minneapolis, Minnesota, October 1971.

In effect, the evaluation stance is biased in terms of the performance of goals. Evaluation functions are not "objective" or unbiased. Rather, evaluation functions seek to utilize whatever information which may be relevant to the attainment of goals in the service of those goals. Here again, the relationship of evaluation processes to management processes may be seen as relevant. The responsible manager is seeking whatever data from whatever source in the service of his basic responsibility to fulfill the objectives of his management task. Thus, evaluation is seeking to support that management function with the most valid and timely data regarding (a) objective achievement, (b) a description of participant or other system component status, (c) an analysis of the effects of specific interventions, and (d) an attempt to place those intervention effects in the context of previous and planned intervention.

This design places the major focus for evaluation on the objectives and derived goals. Of course, this assumes that those objectives and goals are in the service of basic District goals and objectives. But the distinction here is that the process evaluation work should be done in the context of the specific activity undertaken in the name of the educational process. Broader institutional effect assessments would be built on the accumulated data developed at the lower levels.

This latter assumption places responsibility for evaluation most heavily on those persons devoting major proportions of their time in the service of objectives; that is, instructors and chairpersons. They must be trusted to provide the data necessary to evaluate their efforts. To seek some kind of "objective" observer function in the context of a host of simultaneous and disparate activities would appear to be nonproductive. This assumption underscores the need for an inside rather than an outside evaluation stance.

CURRICULUM

The total course offerings of an educational institution are referred to as the curriculum(s). The term is used also to designate single or multiple courses within the total offerings. Program and curriculum are used interchangeably in the literature. We use curriculum, in this plan, to designate the total course offerings or single or multiple courses without reference to a set in a specific program format. The term program is used to designate a prescribed set of courses leading to specialization in a particular area (i.e., Nursing Program, Journalism Program, Transfer Program).

The curriculum of the District should be designed for:

1. The student who needs "education for entry" into the worlds of adulthood, business, industry, and the industrial and professional services;
2. The student who may want to refresh himself for reentry or prepare for a mid-career change;
3. The student who may want to learn for enjoyment, personal enrichment, and personal development;
4. All students in that they should be prepared to relate their educational experiences and use their learning skills for continued lifelong learning;
5. All students in that they should
    a. Be prepared, regardless of their background, abilities, or interests, to educate themselves up to their potentials;
    b. Become people of greater vision and increased sensitivity who will help construct a better life and a better society for every person.

All programs of directed learning leading to specialization should be designed so that expansion and extension of knowledge should progressively lead to development of skills, augmentation of competencies, and further promotion of attitudinal change. While progressing, there should be allowance in the program for learners to reach back on occasion for a reexamination of former learning experiences. The learner should be able to identify and participate in those related educational offerings which will help him meet his identified learning needs.

A vast array of general and vocational (occupational) education type noncredit courses, seminars, workshops, forums, and short-term courses should be included in the total curriculum to meet the needs and desires for learning of the greater majority of the "new students."

Over the next several years, the curriculum of the District should be expressed in terms of learning/performance objectives and anticipated behavioral outcomes. The process of setting the objectives, selecting the activities to achieve the objectives, stating the desired outcomes, and evaluating the achievement of such, will satisfy partially the framework for total system accountability.

Additionally, the curriculum should be adaptable to:

1. Credit by examination - There should be a highly developed "challenging" or testing-out system for the total curriculum.
2. Credit for work experience - There should be an extensive set of criteria developed that allows equation of work experience with college credit hours.

3. External degree - With the expansion of delivery systems, there should be a provision for the granting of degrees on an external basis.

4. Student transfers - There should be the highest degree of articulation in regard to acceptance of college course credits earned at other institutions. The learners should be allowed to close performance gaps considered "essential in nature" by testing out.

5. Cooperative education - Opportunities for cooperative education for learners should be expanded to include possibilities of applying all knowledge in real life experiences. Special emphasis on intensifying cooperative education efforts should be made in programs of directed learning leading to specialization, including all transfer programs.

6. Program clustering - This is a design that involves learners, faculty, counselors, and administrators as a unit which is geared to teaching/learning strategies with the ultimate intent that increasing identity and unit of purpose will lead to greater exchange and involvement of learners and faculty in the learning process. This concept seeks to provide learners with horizontal and vertical mobility within and across program lines. Development of core curriculums would ensure an increased horizontal mobility for learner changes in direction and would reduce curricular backtracking.

7. Core curriculums - Faculty should be encouraged to develop core curriculums for appropriate programs to increase opportunities for learner mobility in career decisions and to enhance learner comprehension of relations of disciplines in all facets of applied learning.

8. Contractual learning - Especially that related to educational planning directed toward degree achievement involving mixtures of formal course credit, credit for work experience, and demonstration of competencies, should be available options for learners.

9. Flexible learner entry and exit levels - Programs and curriculums should be designed in an open-ended manner so that learners may enter and exit at varying levels according to their demonstrated knowledge, competency, and skill achievement.

10. Maximum transferability - Curricular options for learners in all programs should allow selectivity for maximum course transferability (i.e., when possible, college level, nontransferable courses should have a comparable transferable alternate).

Specialization and duplication in curriculums among the District's institutions should reflect learner needs in terms of educational purposes and geographical location and be balanced against an acceptable cost/benefit ratio. If the outcomes anticipated from each curriculum/program are known, then rational and systematic priority judgments can be made in the allocation of resources.

As the District's curriculum is continuously adapted to the needs and desires of learners through the next ten years, the following outcomes are anticipated:

1. Learners will demonstrate previously acquired knowledge and skills by "challenging" or testing out of specific courses in the total curriculum;
2. Learners will have some degree of their work experience translated into actual college credit hours;
3. Learners will earn associate degrees on an external basis;
4. Learners will test out to close performance gaps considered "essential in nature" in order to transfer college credit courses from other institutions;
5. Learners will participate in cooperative education experiences in some programs;
6. Learners will select appropriate program clustering models for related career programs;
7. Learners will exercise increased mobility in certain program areas which offer core curriculums;
8. Learners, in increasing numbers, will contract for the education prescribed for their individual needs and goals;
9. Learners in many career education programs will enter and exit at varying levels and times according to their needs and demonstrated competence;
10. Learners will opt for transferable courses in their program areas when possible.

GENERAL EDUCATION

The general education curriculums should continue to develop the intellectual competencies of students in that they are able to:

1. Determine the sources of and extract the more significant knowledge with a historical perspective of civilization and world culture;
2. Understand and relate knowledge of the environment, have interest in what happens to it, and effectively negotiate a complex world;
3. Relate educational experiences to all facets of existence and make cultural interests functional in living rather than only a leisure time sophistication.

The curricular emphasis should be on intellectual development and not quantity of knowledge. There should be an option for students in an interdisciplinary approach in the Humanities, Social Sciences, and Sciences, which should help the student integrate knowledge and link disciplines in dealing with common problems. Courses should help students develop their skills in reading, writing, critical thinking, listening and speaking, and develop interpersonal skills for working and living with other people. There should be flexibility for students to choose their general education courses.

The general education curriculums should be integrated with experiential learning in that students should be able to work in facets of society in a problem-oriented interdisciplinary experience.

Progressive development of general education curriculums over the next ten years should ensure that the following outcomes can reasonably be expected:

1. Learners will choose general education courses from an increasingly wide variety of options;
2. Learners will appreciate the broadened advantages of an interdisciplinary approach to introductory general education courses (i.e., the Humanities-Social Sciences-Sciences approach to environmental studies;
3. Learners will acquire outside experiential learning in many program areas;
4. Learners will experience a meaningful integration of general education courses into both preprofessional and occupational career programs.

CAREER EDUCATION

Career programs, both preprofessional and occupational, offered by the District should continue to reflect the needs and desires of the learners. Career education should have the same purpose and value as general education in addition to preparing people for specific roles in the world of work.

In career education all educational experiences should be geared to preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work. The great range of occupational options should be shown to students, along with providing guidance for the selection of realistic career goals and opportunities. Career education curriculums should allow for learners to enter, exit, alter goals, and re-enter programs wherever and whenever individual interests, aspirations, needs, and competencies dictate.

Program success should be ensured by concentrated and comprehensive guidance effort, designed to assess at all levels of occupational maturity, individual aptitudes, interests, and temperaments. Such action should be carried out in concert with the day-to-day occupational and general instructional effort, not isolated from work-related activities. Real and simulated experiences acquaint learners with broad categories of occupations, as well as specific jobs. Career education programs should provide updated information on earnings, employment locations (geographic), pre-employment and postemployment requisites, trends, and opportunities, and descriptive working conditions.

Program clustering designs should be developed in career education, especially in the area of occupational programs. These designs should enhance career guidance efforts and increase learner mobility.

"New students" purportedly do well working with people and working with things. It would seem that, for them, services and technology maintenance should be the areas of educational interest. But programs should be provided that also enable the "new students" to catch up and that give attention to reorienting their approach to learning.

Education for the industrial and professional services (that is, those services that relate to human welfare and human development) should approach being the majority curriculum by 1985. It is anticipated that in the last quarter of this century there will be a rapid decline in the percentage of persons employed in industrial production (36% in 1971) and a greater increase in the percentage of people employed in the service industries (59% in 1971).(3)

Further expansion and refinement of career education programs should produce the following outcomes:

1. Learners, both preprofessional and occupational, will be able to select careers appropriate to their aptitudes and interests through systematic career counseling and updated career information services;
2. Learners will be able to pursue careers at levels higher than those for which two-year programs prepare them by enrolling in open-ended curriculums designed to give access to advanced study;

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(3)Bowen, Howard R. "Higher Education: A Growth Industry?" Educational Record (Summer 1974), p. 152.

3. Learners will know the requirements for employment in the service professions and industries through expanded curricular options in these areas;
4. Learners, especially those among the older clientele, will participate in transitional learning experiences geared to orientation and catch-up;
5. Learners of all ages will recognize that work, of whatever kind and at whatever level of specialization, is a dignified pursuit.

LEARNING SYSTEMS

The District should be continually cognizant of the fact that, for the most part, postsecondary education is based on voluntary participation by learners. Learners engage in educational pursuits when they perceive that such ventures will fulfill wants, needs, or interests as they recognize and feel them. But both educators and learners should view fulfillment of needs, wants, and interests as a dynamic precursor-type event that gives rise to a progressive self-perception of further needs, wants, and interests. Consequently, if the learning experiences could be geared to independent, inquiring, self-directed learning, coupled to successful experiences, many learners should generate for themselves the continuity necessary for lifelong learning.

Learner Participation

A case can be made for learner participation in designing the learning experiences and formulating the desired behavioral change expected. When learners help in planning, they become involved; and if the objectives are set in such a way that achievement by the learner results in having needs, wants, and interest at least partially met, the learner recognizes the instructor's attempt to work on his behalf and he brings his best or better effort to the learning process.

When curricular objectives are determined, all else tends to fall into place. The outcomes anticipated from the learning experiences will be dependent upon the selected learning strategies planned to achieve the objectives. In the learning experiences, the instructor should help the learner when necessary to assess his needs by comparing present performance against the anticipated level. This process should enable the learner to become proficient in guided self-analysis,which should ultimately lead to independent self-assessment and self-directed learning.

Learning Strategies

One of the primary goals for educational change today is recognizing that the individual student is a functional unit in the learning-instructional process. Patterns of learning in recent years have changed radically in order to meet new demands in our rapidly changing culture, with the result that it has become more essential to learn how to learn. The desired goal, therefore, is to utilize more problem solving and other creative approaches in learning how to use information that is related to specific problems, rather than just acquiring information.

Learning strategies developed by the instructor and/or learners are usually based on and designed around generally accepted principles of learning. Some examples are:

1. Learning depends upon motivation;
2. Learning depends upon a capacity to learn;
3. Learning depends upon past and current experiences;
4. Learning depends upon active involvement of the learner;
5. Learning is enhanced by problem solving;
6. Learning effectiveness is dependent upon feedback;

7. Learning is enhanced by an informal atmosphere and the freedom to make a mistake;
8. Learning is sometimes augmented by new or unusual methods, variety, and challenge.

Such an approach should cause instruction to become more "learner-centered."

Learning Techniques

Learning strategies are, from an instructional point of view, the responsibility of the teacher. Techniques for facilitating learning should be varied and chosen on the basis of such things as:

1. Course objectives;
2. Appropriateness to learners;
3. Course content;
4. Learning environment;
5. Available resources.

Techniques should be flexible and one should not be used to the exclusion of all others. Skillful instructors use a variety of techniques; artful instructors use a variety of appropriate techniques. The ideal is the total integration of techniques and media in support of course content in such a way that the learner is more aware *that* he or she is learning than *how* he or she is learning.

Examples of techniques are:

1. Lecture;
2. Group discussion;

3. Interdisciplinary approach;
4. Independent study approach --
    a. totally programmed text and materials,
    b. totally computer programmed,
    c. combinations of programmed instruction and conferences and/or lectures;
5. Individualized instruction/learning - courses usually designed in a modular arrangement with accent on systematic self-pacing and generally including conferences with instructors and/or others;
6. Media-supported learning - one or several combinations of media used to support course content, used alone or as adjunct to any one or combination of techniques.

Whatever combination of techniques is employed, it is important to look at performance as the outcome of learning and it is through the differentiation of performances that different kinds of capabilities are inferred as the results of learning.

The different kinds of learning that have been classified may be established by different kinds of conditions, or by different kinds of instruction. Thus, with respect to each kind of learning (or each kind of performance), the internal conditions of the learner and the external conditions essential to produce the learning are notably different. The controls, then, are in the grasp of the instructor, and his functions are largely directed to the manipulation of the external conditions.

An assumption that must be stated is that instruction has to be tailored to the specific objective which reflects the kind of performance change to be produced. The conditions for learning, established by instruction, will differ with respect to what is to be learned, and this holds for the different levels of complexity in the kinds of learning to be acquired. The result, therefore, is that the instructor should employ different techniques for different kinds of learning, performing his functions in terms of those:

- Performed early in the instructional sequence. Here, the instructor is concerned with ultimately securing a learning outcome by the manner in which he presents the stimulus, controls attention, informs the learner of specific objectives, and ties in recall of previously learned capabilities with the current problem.
- Designed to evoke and guide learning. These activities are directed to evoking the desired performance or behavior in the learning and include determining sequences and prompting and guiding the learning, which may involve techniques designed to free the internal functions of the learner.
- Encouraging generalization. These activities are directed to the learning of concepts and rules and to problem solving. Thus, generalization is exemplified by using a diversity of examples to which specific rules can be applied. Here is found direct application through the concept known as transfer of learning, which allows the learner to spread his acquired skill into widely different contexts.
- Permitting an evaluation of outcomes. Assessment of the outcomes of learning, by measuring performance by either formal or informal means, is an important requirement. No matter what type of performance results, differential criteria must be applied to ascertain whether learning has occurred and to what degree. This is essential for both learner and instructor and ought to be an integral part of the instructional process.

Additional Strategies and Techniques

Regardless of the strategy involving combinations of techniques for facilitating learning for class groups, a relatively significant number of learners need and should have access to additional help in such areas as:

1. Course content material - can be given by providing adequate tutoring services;
2. Development of proper study skills and habits - can be given through short-term seminar courses that are designed to be highly personalized;
3. Application of learning skills to course content material - can be given through a "learner's crisis clinic," open laboratories in basic learning skills that give personalized and individualized help to students on a request basis.

The District curriculum over the next several years should reflect the continual efforts of a number of faculty to develop and implement different teaching/learning techniques or strategies. Only by this approach will learners have an increasing number of multiple options for their learning experiences and the opportunity to match their learning styles with instructional techniques. In addition, it can be expected that the following outcomes will occur:

1. Learners will utilize tutoring services, study skills seminars, and learner's crisis clinics;
2. Learners will assess their own performance and progress in courses designed in a "learning/performance objectives and anticipated outcomes" format;
3. Learners will select courses which employ various combinations of teaching techniques;
4. Learners will select courses designed in an "individualized" format;
5. Learners will assume an active role in their learning experiences;

6. Learners will apply an inquiry approach to learning;
7. Learners will interact with faculty on a one-to-one basis;
8. Learners will develop the competencies necessary to continue educating themselves throughout their lives;
9. Learners who seek a general education will understand and appreciate many facets of fields of knowledge in which their interests may lie;
10. Learners, upon completion of their courses of study, will possess and be able to use specialized competencies and the abilities to think effectively, communicate thought, make judgments, and distinguish among values.

NEW DELIVERY SYSTEMS

Profile of New Learners

Concerning current student populations in postsecondary education, John Summerskill, Vice President of Educational Testing Service, recently observed: "Students simply won't stay in their educational categories anymore. Perfectly good students quit and go to work, and perfectly good workers quit and go to college these days."

To some extent, of course, the traditional pattern of continuous enrollment from kindergarten through graduate school is being perpetuated; but to a greater extent the makeup of postsecondary students is changing radically. According to Summerskill, last year for the first time the number of adult students enrolled in colleges and universities for part-time credit work was greater than the number of full-time undergraduate students. In addition, there are increasing numbers of adult full-time students. "Old Dominion [Va.] University's enrollment, for example," reports the Southern Regional Education Board, "includes 303 full-time and 931 part-time students who are over 30 years old."

A similar trend can be observed in the District, where 56 percent of matriculants in the District's three colleges are 21 years of age or older -- not the conventional lower division "college age." Moreover, observed motivating factors are far different from those that characterized the "traditional" student clienteles. Among these students are persons whose education has been interrupted by illness, military service, or other temporary conditions;

those who have become technologically unemployed and must retool themselves in midcareers; those whose interest in a particular subject field or need to upgrade a particular skill has led them into college for short-term study, etc. -- in short, people who are fitting their educational pursuits to their varying life styles. In addition, there are the "dropins/dropouts" who are exploring learning possibilities adaptable to their interests and abilities -- people still "in search of themselves." Add to these the "captive" body of students -- mothers with young children who must remain with them at home during "regular" class hours, shut-ins, older adults -- and the implications for determining when these students are to be served take on significant proportions.

Projections for Enrollment

The Carnegie Commission in 1973, revising its already dated projections made in 1970, estimated that national full-time equivalent postsecondary student enrollments will grow from nearly 7 million in 1970 to 10.5 million in 2000, a 56 percent increase (see Table I). Actually, according to

TABLE I

Estimated National Enrollments in Postsecondary Education: 1970-2000
(in thousands)

Year	Total	Full-Time Equivalent
1970	8,649	6,764
1980	11,402	8,502
1990	11,670	8,896
2000	14,295	10,561

Source: Carnegie Commission on Higher Education, Priorities for Action: Final Report of the Carnegie Commission on Higher Education (New York: McGraw-Hill, 1973), p. 103.
NOTE: Figures relate to open fall enrollment and assume considerable growth of nontraditional study.

Howard R. Bowen,(4) the rate of increase for all students between 1970 and 2000 will be 65 percent, because the growth rate for part-time students is expected to be higher than that for full-time students. Increases in total and full-time enrollment, again according to Bowen, will occur in two surges: one in the 1970's and the other in the 1990's, with a slightly declining enrollment in the 1980's. The projections on a national scale appear to substantiate those developed for the District.

The upper limit of the number of persons who may participate in postsecondary education is, by and large, set simply by the number of persons over 18 in the population. But the number of students who actually will be in postsecondary education in 1985 and beyond will be determined by a myriad of considerations on the supply side: the number and kinds of institutions available; the relevancy and attractiveness of programs; the convenience of the times and places at which education is offered; the character of the admissions requirements; the tuition charges; the terms of financial aid; arrangements for released time from work for education; and other factors.(5)

If these projections even approach accuracy, the District will be faced with the ongoing task of adapting its educational programs to meet learners' goals. And, considering that a substantial proportion of its students will be in the "nontraditional" category, it will be hard-pressed to discover what those goals are.

Lifetime learning, continuing and recurrent, is a concept that has a new appropriateness today and that requires a new pattern of support. Recognizing that whether a student's parents did or did not attend college has little import for the needs and capacities of the student himself, the District is uniquely equipped to provide the necessary guidance and instructional help that will culminate in many kinds of program options or diverse and flexible arrangements for study that focus on service to the learner. The District, however, should not lose sight of the fact that the needs of some students for new options should not deny other students the option to stay within the traditional academic framework.

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(4)Ibid., p. 148.
(5)Ibid., pp. 147-158.

New Times

For some students, structured schedules will suffice because they will be devoting full time to their studies. But, for the majority, more flexible schedules with optional times and places for learning will be required. This need will be reflected in the number and length of summer sessions, hours made available on weekends and during the evenings, as well as hours set aside to meet the unique needs of learners. Traditional (structured) scheduling tends to modify the expressed needs of the individual learner to fit him into a preconceived daily plan. The District should continue to provide and expand upon elastic, responsive schedules that reverse the process and adapt time and the resources of each college to the needs of the learner. In this way, a great many characteristics of a student's program would be allowed to vary in response to the learner, particularly the sequence, content, and duration of learning experiences that lead to the completion of any single course.

Based on interim experiences, therefore, it should be the District's goal to adapt scheduling, by or before 1985, to accommodate the time requirements of all students, regardless of the educational delivery system employed.

New Places and New Ways

For the District, these observations imply the need to complete the permanent facilities of the college campuses so that more flexible and diverse learning activities can take place, and to establish, by or before 1985, an expanded network of learning sites supplemental to the present and projected permanent facilities. These should include conventional extension centers (storefronts, libraries, unused classrooms, etc.) which duplicate courses offered on the three college campuses and community-based learning laboratories (business offices, industrial plants, government agencies, etc.) that provide work-study and cooperative education opportunities, as well as inservice programs for employees.

"New ways" of offering educational experiences should be complementary to the "new places" where learners are served. The District should expand college course offerings through mass media (i.e., television, radio, and the newspaper). Also, courses should be developed that use combinations of these media and other types such as the telephonic instructional networks and other electronic media. Computer assisted instruction should be promoted when feasible.

Courses offered through the new delivery systems should be developed in modular arrangement so that learners can progress at their own rate according to their competencies and lifestyles. Faculty responsible for developing learning materials for these systems should be well trained for such activities so that maximum utilization benefits the learners as well as the District.

Area study and counseling centers staffed by faculty should offer optimal personalization to all learners engaged in these individualized learning experiences.

Specialized studies (i.e., allied health, automotive technology, aviation technology) should continue to be centralized at their current locations, except when student demand warrants duplication on another campus. In such instances, however, the cost of the duplication should be carefully weighed against the cost of setting up a transportation system that may facilitate the use of a single instructor to meet the needs of multiple students from outlying areas. (See Transportation Study)

By expanding access to postsecondary learning opportunities through new and effective delivery systems, the District can expect the following outcomes:

1. Learners will attend summer sessions of varying lengths, both day and evening classes (including those offered at extension centers), and/or a comprehensive weekend college;
2. Learners will have access to larger numbers of extension centers offering courses for credit;
3. Learners will choose from more extensive course options in the regular evening sessions;
4. Learners will take courses whose scheduling is adapted to their time requirements;
5. Learners will take both credit and noncredit courses in community-based study and counseling centers located near their homes;
6. Learners will increasingly have learning experiences in community-based learning laboratories;

7. Learners will have access to educational television credit courses, expanded in number and kind;

8. Learners will have access to other forms of off-campus, individualized learning options (i.e., media-supported, newspaper, radio, telephonic courses, independent study);

9. Learners will have available a District transportation system, should further study of the feasibility of such a system warrant its inauguration.

FACULTY DEVELOPMENT

Designs for learning systems will be highly dependent upon the past experiences and present awareness of the instructors as to the variety and applicability of different teaching techniques to their curriculums. But the direction and flexibility of the systems developed by faculty are also directly influenced by other supporting subsystems as well as the total system. From a functional management perspective, faculty should participate in all decisions of other systems that impact the learning systems. Resources for development and enhancement of learning systems should be adequate in terms of clerical and paraprofessional support and materials for the level of sophistication and variety desired.

Personal and Professional Needs

Faculty have certain kinds of personal and professional development needs that must be met, to some degree, through the operations of the system in which they function. Some of these needs are:

1. Need to have instructional materials and equipment made accessible under appropriate circumstances;
2. Need to have challenges that fascinate and generate intense interest;
3. Need to have their ideas, suggestions, and proposals heard and judiciously considered;
4. Need to know what is going on and why;
5. Need to avoid boring and monotonous routines;
6. Need to feel the image and reputation of the institution are known and accepted by friends and the community;

7. Need to have opportunities of participating in meaningful group activities;
8. Need to have others know that they are steadily progressing and developing;
9. Need to be involved and participating in decisions that affect their own teaching responsibilities or those of others that affect them;
10. Need to have plans for and confidence in a bright future;
11. Need to continue their own professional education;
12. Need to know that they are performing well;
13. Need to be known and recognized as good instructors.

Faculty development efforts, over the next several years, should attempt to bring about changes in operations and relationships within the system so that at least some of these needs for all faculty can be met. Some possible approaches in faculty development are:

1. Role enrichment - can be attained by interested faculty who want to participate in a higher level of management (i.e., more decision sharing opportunities, more active participation in system planning and budgeting);
2. Role enlargement - can be attained by interchange of tasks among the peer group to introduce variety, challenge, and interest (i.e., some faculty could teach various courses within their discipline and some faculty could be encouraged to develop interdisciplinary learning options).

Inservice Education

A high priority for the District in the next ten years should be the promotion and support of faculty in their continuing professional education efforts. Opportunities for faculty development should be provided through the creation of formal inservice programs and accessibility to adequate professional guidance in such areas as:

1. Writing of behavioral objectives;
2. Small group processing techniques;
3. Student assessment methodologies;
4. Testing designs;
5. Sensitization of faculty to the needs and constraints of the "new students";
6. Professional guidance in the use of different learning strategies;
7. Professional guidance in the use of media and multimedia support approaches;
8. Faculty roles in teaching nontraditional students.

Leadership

Leadership in researching the various new and experimental learning techniques and communicating appropriate possibilities to faculty, along with reasonable incentives, should be a major responsibility of the administration. However, faculty leadership in this area is also desirable. The District should provide for and encourage selected faculty, on a rotating basis, to spend one or more semesters, in conjunction with the administration, researching and communicating educational advances to the general faculty.

The District should also make accessible and coordinate the use of learning resources necessary for faculty continuing education efforts that are self-directed. Faculty's personal recognition of the need for learning systems more suitable to individual differences should lead to changes in their instructional systems that accommodate a greater variety of students. Moreover, identification of faculty as "learners" with students should shift the emphasis in instructional techniques from teaching to learning. Faculty should also be able to perceive themselves as capable of assuming new and different roles -- for example, mentor, facilitator, manager of learning -- rather than dispensers of information.

The District, in supporting faculty in their continuing education efforts and providing adequate stimulus for motivational change, should produce outcomes over the ten-year period which match the District's mission and goals -- that is:

1. Faculty will design their courses in terms of learning/performance objectives and anticipated outcomes;
2. Faculty will develop effective learner assessment methodologies and testing designs;
3. Faculty will be sensitive to the needs and constraints of the "new students";
4. Faculty will recognize different learning strategies by employing various combinations of teaching techniques;
5. Faculty will use various combinations of media in the development of their courses;
6. Faculty will adapt their learning strategies to meet the needs of "new students";
7. Faculty will enlarge their roles by choosing to teach a variety of courses in their disciplines;
8. Faculty will enrich their roles by choosing to involve themselves in different management functions;
9. Faculty will initiate and follow up research on educational developments and communicate advances to general faculty;
10. Faculty will utilize the professional guidance and learning resources made available to them through the Faculty Development Program.

These outcomes should also be a part of the developmental philosophy of the Fourth College and should be reflected in new courses and programs which are developed in the future.

STUDENT DEVELOPMENT

Because students as people (in all their diversity and complexity) and faith in the learner are significant aspects of the District's educational philosophy, an obvious need is to provide dynamic counseling and guidance services that help students to evaluate their abilities, direct them into educational programs in which they can realize their potential, and foster individual growth and development. A Districtwide aim, besides guiding students' intellectual growth, is to assist them in assuming increasing responsibility for the direction and quality of their personality development. Thus, because the needs of individuals vary at different age levels, at different stages in their development, with different social milieux, and with the characteristics of the groups from which the individuals emerge, counseling and guidance services assume an importance equal to that of instructional services.

Counseling

Counseling programs, which should be integrated with educational experiences, should focus on human development appropriate for the age and life styles of the student (i.e., helping students to formulate their own short- and long-range goals and providing guidance for achievement of self-esteem, competency, and acceptance by and integration with others). Free access to professional psychological counseling should also be provided.

An advanced, accurate methodology for students to assess their own interests, motivation, and levels of competencies should be in operation. Similarly, short-term, planned experiences that will help orient students to the responsibilities of engaging in educational pursuits and the various methodologies useful in learning should be provided.

Career guidance and development should include, as an integral component of the program, ample career placement services. The program should also be marked by a high degree of internal articulation with faculty involved in career education and external articulation between the District and feeder institutions for development of career education guidance programs that include the progressive stages of career awareness, exploration, emphasis, and specialization. Students should be exposed to work experiences that clarify work roles in terms of how work gets done, what gets done, and why it gets done.

Student development programs in synergism with the learning systems should emphasize the learning experiences that contribute to those maturation processes that help learners grow into proactive changers of society. Merely to contribute to that level of development by which a learner can cope only with his environment is performing a disservice to the learner and to the society. Learners should be afforded opportunities to explore their own drives and interests, and should be guided in defining their own educational and employment goals.

Clues to these drives, interests, and goals could be discovered through careful diagnostic testing. It should be pointed out, however, that although there probably should be a Districtwide policy that supports diagnostic testing as a means of facilitating individual learning prescriptions, the kinds of tests given and the use made of the results appear more properly to be functions of the colleges.

(For further discussion of subsystems supporting the student development program, see section on Learning Systems.)

Student Activities

If a democratic community is to flourish, or even to survive, it must look to its citizens not only as individuals but as responsible and contributing members of social units -- family, organizations, committees, businesses, and public and private agencies. The District embraces the thesis that the obligations of the individual as a responsible group member are integral to his development as an individual. It should be the essential business of an organization such as the District to foster honest and independent thought through careful development and critical evaluation of ideas.

In its efforts to instill such principles into the minds of its students, the District should provide opportunities for practical applications of its stated objective. Such opportunities should be available through the student activities programs of the District's component colleges: student government, publications, intra- and intermural sports contests, and the like. Activities of these kinds can, and do, contribute to individual development, as well as to the growth of responsibility in the citizenship role. Currently, these activities are available in all of the District's colleges; but it is strongly recommended that they be further emphasized and that students be encouraged to take a more active part in the opportunities available to them. Only in this way can the colleges facilitate the development of the broadly educated person, one who is alert to the increasingly serious problems of society -- and is prepared to act.

Effective counseling and guidance services aimed at assisting each student to become a broadly educated person, one capable of functioning in a world increasingly fraught with crises, should facilitate the following learner outcomes:

1. Learners will assume increasing responsibility for the direction and quality of their intellectual growth and personal development;
2. Learners will be able to assess their own interests, motivation, and levels of competencies;
3. Learners will exercise appropriate selectivity in career education goals through assistance from a formalized career guidance and development program;
4. Learners will augment their educational preparation with working positions obtained through a career placement service;
5. Learners will follow individualized learning prescriptions developed with counselors and faculty, and augmented by results of diagnostic testing when appropriate;
6. Learners will participate in student activities provided by the District's colleges.

AFFIRMATIVE ACTION

The Districtwide Affirmative Action Program reaffirms the District policy and responsibility regarding equal employment opportunity and nondiscrimination. It includes the District's statement of philosophy, goals, and objectives as these relate to the program, as well as a relevant set of policies, regulations, and procedures, and a plan of action designed to meet the objectives.

The District will continue its efforts to achieve a diverse, multiracial administration, faculty, and staff capable of providing excellence in education for its students and enrichment for the area it serves.

SECTION VI

EDUCATIONAL PLAN PART II

CURRICULUM

EDUCATIONAL PLAN PART II

CURRICULUM

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ABSTRACT

Emphasis in this part of the Educational Plan is on the potential curriculum distribution among District colleges over the next ten years. In addition, educational services considered paramount to curriculum development and faculty and instructional development are suggested, as well as planning processes to be used in various types of curriculum development. A proposed District procedure for planning and developing new programs is included for consideration.

CURRICULUM PLAN

The colleges of the District have not stood still in the past few years in planning and implementing new programs and courses. Efforts have been made at various places and times to evaluate the effectiveness of these programs and, to a somewhat lesser degree, to implement change when change was needed. Budgetary restrictions have limited development and change but, in spite of these restrictions, considerable progress has been made.

The recommendations in this section are put forth as guidelines for supplementing existing programs and beginning new ones. They offer not a fixed plan, but a series of suggestions and recommendations to be examined, modified, adopted, and in some cases discarded -- whichever action is indicated by research and by professional discussions among District and college personnel. The recommendations are based primarily on the responses of faculty and administrators to questionnaires, interviews with career technical coordinators, review of colleges' reports, and a study of national and regional employment projections. Analyses of these projections are important in planning; however, this does not mean that curriculum development depends exclusively on such data, no matter how sophisticated it purports to be.

The colleges have a recognized necessity, often stated, to educate the whole person for personal, social, and vocational pursuits. Curriculum planning and development must reflect this need to develop responsible, autonomous, and useful individuals. Admittedly, the curriculum and facilities balance between general education and career occupational courses has been recommended to move from a 65:35 ratio toward a 52:48 ratio Districtwide (see Appendix A, p. 11). However, this does not mean that the colleges are exclusively interested in devoting space and budget to training potential and present employees and employers. Excellence of instruction that is supported by the colleges' administrators and staff, more personalized attention to student needs, and more thorough recognition of the relationship between the individual's leisure and labor can produce a curriculum that moves toward educating the whole person. Career courses are not necessarily nonhumanistic; general education courses are not necessary noncareer oriented. Learning to communicate effectively, to perform skillfully, to act dependably, and to practice respect for an environment larger than one's immediate surroundings -- all these can be part of all kinds of courses and programs, and will serve the occupational and liberal arts student equally well.

Since the colleges have a wide range of general education courses, inherited in part from the traditional junior college role, immediate needs are appearing primarily in the career occupational areas.

Table I shows plans and proposals identified by each college for new curriculums and programs in the next four years. In line with national trends and forecasts, immediate planning emphasizes expanding and improving existing programs rather than adding new ones. Some degree and certificate programs are being proposed to be added in the fall of 1975. Several departments are recommending additional programs, in accordance with national and regional forecasts: e.g., allied health programs, minicomputer technology program, expansion of urban agribusiness program. Generally, however, the atmosphere is one of caution at present,

TABLE I

CURRICULUM OFFERINGS PROPOSED BY COLLEGES, 1975-1979

CURRICULUM	LONGVIEW	MAPLE WOODS	PENN VALLEY
Programs to Be Added	Corrections Program (Now Operating Some Courses) Introduction to Occupational Safety - for Safety Program		Culinary Arts, 1 Year & 2 Year, LOFO Fashion Merchandising, 2 Year, HOEC Research & Development, Engineering Technology - Pilot Project
Programs Under Consideration	Nursing - Allied Health Minicomputer Technology	Electronics Paralegal Welding (Night)	Geriatric Aide (Reinstate) Psychology Technology
Expansions	Urban Agribusiness Inservice Training Pesticide Training	Cooperative Aviation Maintenance Technology (Fall 1977)	Advanced Welding, Machining, 1977 Agricultural Technology Data Processing - 2 Courses Electro Mechanical Technology - 6 Courses, 1975-1977 Environmental Technology (2 Year Program) Fire Science - 4 Courses, 1977-1979 Life Science - 5 Courses, 1975-1977 Mid-Management - Real Estate, 3 Courses
Deletions	Linear Algebra & Matrices Survey of Modern Math	Data Processing	Dental Technology Housing Selection Keypunch, Advanced Languages, DAPR Medical Assistant

commensurate with uncertain economic outlook and slower student body growth. Long-range planning is broader; Table II lists programs and courses for potential expansion and addition. All of the programs listed will be considered for implementation by the fourth college, as well as Longview, Maple Woods, and Penn Valley. The relationships between program and college are tentatively listed and final recommendations will be based on indepth studies relating to needs assessment, enrollment trends, program clusters, program duplications, anticipated facilities, and cost. A comprehensive planning procedure is detailed in a later section of this study. In particular, the allied health recommendations are based on a growing national and local trend to decentralize hospitals into suburban areas, thus requiring decentalized training locations. In all cases, duplicate programs offered at more than one college will go through an intensive evaluation process before being located on a second or third campus or in the fourth college. Additional programs not shown in Table II will also be considered. That possibilities range widely is made clear by studying the list of 322 programs offered in community colleges, shown as Appendix B (p. 12).

The Missouri Occupational Training Information System (MOTIS) projects an overall rate of employment growth of 9.1 percent for the state in the next six years. "Largest absolute gains are projected for the Government, Services, and Wholesale and Retail trade sectors. Employment in Manufacturing is expected to grow at a moderate rate of 5 percent over the six-year period. The largest rate of decline is projected for the Agricultural section." This latter decline does not refer to the areas known as Urban Agriculture, in which growth is expected to continue. Employment in statewide construction is expected to decline by 2 percent over the six-year span. These projections should be made part of planning for curriculum addition and change.

TABLE II

SUGGESTED PROGRAMS AND COURSES, 1976-1985

LONGVIEW

- Automotive Technology
  - Bodywork
  - Upholstery
- Administration of Justice
  - Conservation Law Enforcement
  - Correctional Administration
  - Corrections in the Community
  - Industrial Security
- Allied Health
  - Geriatric Aide
  - Home Health Aide
  - Medical Receptionist
  - Medical Records
  - Mental Health Aide*
  - Nursing - ADN, LPN
  - Physical Therapy Assistant
- Business
  - Escrow
  - Product Design*
  - Real Estate
- Business -- Secretarial, Steno.
  - Assertive Training*
  - Court Reporting
  - Interpersonal Relations*
  - PBX Operator
- Communications Media
  - Radio

MAPLE WOODS

- Administration of Justice
  - Conservation Law Enforcement*
  - Probation and Parole Asst.
- Allied Health
  - Emergency Medical Technology
  - Home Health Aide
  - Medical Receptionist
  - Mental Health Worker*
  - Nephrology Technology
  - Nursing - ADN, LPN
  - Pediatric Assistant
  - Psychiatric Technology
  - Emergency Medical Technology
- Aviation Technology (Related Fields)
  - Stewardness
  - Air Traffic Control
- Business
  - Escrow
  - Insurance Adjuster
  - Res. Property Manager
- Business -- Secretarial, Steno.
  - Assertive Training*
  - Court Reporting
  - Interpersonal Relations*
  - PBX Operator
  - Receptionist
- Communications Media
  - Photography and Film

PENN VALLEY

- Administration of Justice
  - Probation and Parole Asst.
- Allied Health
  - Cardio Pulmonary
  - Home Health Aide
  - Medical Receptionist
  - Mental Health Worker*
  - Allied Health Generalist
  - Nephrology Technology
  - Nuclear Medical Technology
  - Nurses Aid
  - Nursing Assistant
  - Nursing (Intensive Care)
  - Nursing (Vocational)
  - Operating Room Technology
  - Opthalmic Assistant
  - Orderly
  - Orthopedic Assistant
  - Pediatric Assistant
  - Psychiatric Technology*
- Business
  - Escrow
  - Insurance Adjuster
  - Res. Property Manager
- Business -- Secretarial, Steno.
  - Assertive Training*
  - Bilingual Steno.
  - Interpersonal Relations*
  - PBX Operator
  - Receptionist

*Interdisciplinary

TABLE II -- Continued

LONGVIEW

- Electronics Technology
  - Communications Technician
  - Control Systems
  - Instrumentation
  - Microwave Technician
- Environmental and Natural Resources
  - Forestry
  - Parks and Recreation Management
  - Timber Management
  - Water Treatment*
  - Wildlife Conservation
  - Wildlife Management
- Human Communications
  - Comparative Religion
  - Encounter Groups*
  - Personal Psychology*
  - Salesmanship*
  - Transactional Analysis*
- Marine Biology
- Mortuary Science
- Science Lab Technology
  - Geology Lab Technician
  - Research Assistant*
- Service Occupations
  - Occupational Therapist Assistant
  - Recreational Worker
  - Social Service Assistant*
- Sports
  - Noncompetitive Sports - Games

MAPLE WOODS

- Electronics Technology
  - Microwave Technician
- Environmental and Natural Resources
  - Forestry
  - Parks and Recreation Management
  - Timber Management
  - Wildlife Conservation
  - Wildlife Management
- Human Communications
  - Comparative Religion
  - Encounter Groups*
  - Personal Psychology*
  - Salesmanship*
  - Transactional Analysis*
- Mid-Management Supervision
  - Government Workers Training
  - Native American Studies
- Social Service Technology
  - Occupational Therapist Assistant
  - Recreation Workers
  - Social Service Assistant*
- Sports
  - Noncompetitive Sports - Games
- Trade and Industry
  - Piano Tuning and Repair
  - Taxidermy
- Women's Studies

PENN VALLEY

- Communications Media
  - TV and Education Media
- Human Communications
  - Comparative Religion
  - Encounter Groups*
  - Personal Psychology*
  - Salesmanship*
  - Transactional Analysis*
- Mid-Management Supervision
  - Government Workers Training
- Science Lab Technology
  - Bio-Medical Technician
  - Chemical Lab Technician
  - Geology Lab Technician
  - Hospital Pharmacy
  - Optometric Technician
  - Prosthetics - Orthotics
  - Research Assistant*
- Social Service Technology
  - Occupational Therapist Assistant
  - Recreational Worker
  - Social Service Assistant*
- Sports
  - Noncompetitive Sports - Games
- Trade and Industry
  - Manufacture Sales Representative
  - Piano Tuning and Repair
  - Printing
- Women's Studies

*Interdisciplinary

TABLE II -- Continued

LONGVIEW	MAPLE WOODS	PENN VALLEY
Trade and Industry		
Ceramics and Pottery		
Small Engine Repair		
Urban Agribusiness		
Agriculture Lab Technician		
Floristry		
Viticulture		
Women's Studies		

NOTE: All programs will be evaluated for possible implementation by the fourth college.

The Metropolitan Community Colleges Needs Assessment Study found that employers considered the following areas those of greatest need: nurses, both ADN and LPN; medical technicians; computer personnel; and salespersons. In addition, the Needs Assessment Study supported a Kansas educational needs survey which stated that "the job market will be favorable for technicians, secretaries and stenographers, business managers, accountants, outside salesmen, and foremen." Further, "almost 70 percent of employers of paraprofessional health workers anticipate a need for increased numbers in this category in the next five years."[1] Again, these projections should be a part of curriculum planning.

Bureau of Labor Statistics (BLS) reports show favorable employment opportunities in most of the programs now offered at the colleges (see Appendix C, p. 16). BLS projections indicate employment opportunities are not favorable in animal health technology and mechanical technology. However, results of a learning survey of 3,001 adult learners indicate that large numbers of people are interested in adult training courses in these and many other areas, with or without credit (see Appendix D, p. 18). The Fourth College will be especially instrumental in making many of these courses available.

The responsibility for curriculum development is a shared one since the best use of the talents and money available is through cooperative efforts of exchange and support. It is therefore recommended that the colleges, working in concert with the Educational Development Office of the Division of Planning and Development, take action together to study and implement those programs that (1) serve the needs of the students and community and (2) can best be offered by The Metropolitan Community Colleges.

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[1] Employment Outlook, Kansas City, Kansas 1973-1978, Phase I: Educational Needs Survey, p. 6

APPENDIX A: Daniel, Mann, Johnson, & Mendenhall
Architectural Review and Planning
for The Metropolitan Community Colleges
(Revised 2-11-75)

CURRICULUM BALANCE GOALS

The emphasis, by major program category, that is recommended at the ultimate enrollment, is developed in Table 2 below. Sub-categories are used in General Education and Engineering - Industrial Tech because there is a significant variance in ASF per student station.

Table 2 - Percentage Distribution of Contact Hours by Program Category

Program Category	Longview		Maple Woods		Penn Valley		District	
	1975	1985	1975	1985	1975	1985	1975	1985
1. General Education								
Humanities	35.8	25.7	34.3	26.4	30.7	25.1	32.9	25.7
Sciences	9.5	7.4	8.9	7.2	10.8	9.4	10.1	8.0
Math/Psych.	11.6	9.1	11.7	9.4	13.5	10.5	12.6	9.7
Cultural Arts	8.8	9.4	11.6	9.1	8.7	9.2	9.2	9.2
2. Business Related	24.4	22.8	19.7	21.8	15.5	15.6	19.0	20.1
3. Allied Health Related		7.9		7.7	10.0	13.4	5.2	9.7
4. Engineering-Industrial Tech.	6.5		9.9		2.0		4.7	
Heavy Laboratory		4.5		4.3		4.2		4.3
Light Laboratory		5.9		6.2		5.6		5.9
5. Public Service Related	3.4	7.3	3.9	7.9	8.8	7.0	6.3	7.4
SUMMARY BALANCE								
General Education	65.7	51.6	66.5	52.1	63.6	54.2	64.8	52.6
Career-Occupational	34.3	48.4	33.5	47.9	36.4	45.8	35.2	47.4

THREE HUNDRED AND TWENTY TWO VOCATIONAL-TECHNICAL PROGRAMS

OFFERED IN U. S. COMMUNITY COLLEGES

Administration of Justice

Conserv. Law Enforcement
Correctional Science
Industrial Security
Police Science
PreLaw & Court Mgt.
Probation & Parole Asst.
Public Protection
Spec. Investigators

Agri-Business

Agri-Business
Ag. Engineer
Ag. General
Ag. Inspector
Ag. Laboratory Tech.
Ag. Mechanics
Agronomy
Animal Husbandry
Animal Science
Artificial Insemination
Chemical
Crop Production
Dairy Science
Floristry
Food Processing
Gardening
Grounds Maintenance
Horticulture Ornamental
Landscape Design
Livestock Mgt. & Prod.
Natural Resources
Nursery Business
Nursery Prod.
Park & Lands Mgt.
Plant Science
Poultry Husbandry
Soil Tech.
Turf Mgt.
Viticulture

Business

Accounting
Advertising
Banking
Bookkeeping
Business (General)
Bus. Machines
Computer & Bus. Machines
Court Reporting
Data Proc. Bus.
Data Proc. Oper.
Distributive Educ.
Duplicator
Escrow
Finance
Insurance
Insurance Adjust.
Key Punch Oper.
Merchandising
Merchand. Clothing
Merchand. Display
PBX Operator
Product Design
Purchasing Real Estate
Receptionist
Residential Property Mgt.

Business - Secretarial

Secretarial
Secretarial Bilingual
Secretarial Government
Secretarial Legal
Secretarial Medical
Secretarial Technical
Stenographer
Stenotype

Communications

Advertising Design
Art (Commercial)
Art (Painting)
Communications Tech.
Drama
Graphics
Instructional Media
Journalism
Moviemaking
Music
Photography
Production Publications
Radio TV Broadcasting
Technical Illustration
Technical Publications Spec.
Technical Writing
Theater Arts
Translation and Inter.

Electrical-Electronics

Aircraft Electron.
Computer Maintenance
Electricity
Electricity Construction Maintenance
Electri. Indust.
Elec. Supply & Equipment
Electrolysis
Electron. Assembly
Elect. Calib-Metrol.
Elect. Communications
Elect. Consumer
Elect. Mech.
Elect. Power-Distribution
Electron. Service
Electron. Tech.
Microwave Tech.
Radio TV Broadcasting
Radio TV Repair
Telephone Tech.

Engineering Technology

Aero. Prod. & Plan.
Arch. Specifications
Computer Design
Data Processing
Drafting
Drafting (Aerospace)
Drafting (Arch.)
Drafting (Civil/Topographic)
Drafting (Electro. Mech.)
Drafting (Electronic)
Drafting (Industrial)
Drafting (Production)
Drafting (Tool Design)
Electro. Mech. Design
Electro. Mech. Engin.
Electron. Microscopy
Engin. Geology Tech.
Engin. Tech.
Engin. Tech. Civil
Engin. Tech. Tool Design
Inspection (Building)
Inspecting (Housing)
Inspection (Public Works)
Instrumentation
Marine Diving Tech.
Materials Evaluation
Mech. Technician
Metallurgical Tech.
Mining
Nuclear Tech.
Optics
Petroleum Tech.
Production Tech.
Quality Control
Surveying
Vacuum Tech.

Environmental & Natural Resources

Community Development
Environmental Tech.
Forestry
Land Fire Control
Natural Resources Mgt.
Parks and Recreation Mgt.
Timber Management
Urban Planning Development
Water Resource Tech.
Water Treatment
Wildlife Conservation
Wildlife Management

Health Services

Cardio Pulmonary
Central Supply
Dental Assisting
Dental Hygiene
Emergency Dept. Aide
Geriatric Aide
Health Occupations
Home Health Aide
Inhalation Therapy
Medical Assisting
Medical Lab Assistant
Medical Receptionist
Medical Records
Mental Health Worker
Nephrology Tech.
Nuclear Medical Tech.
Nurse Aide
Nursing Assistant
Nursing Cont. Educ.
Nursing (Inten. Care)
Nursing (RN)
Nursing (Req. Refresh.)
Nursing (Team)
Nursing (Vocational)
Occupational Therapy
Operating Room Tech.
Opthalmic Assistant
Orderly
Orthopedic Assist.
Pediatric Assist.
Physical Therapy Assist.
Psychiatric Tech.
Psychologyical Serf.
Radiology Technician
X-Ray Technician

Home Economics (Food - Clothing)

Clothing and Textiles
Clothing Manu. Assist.
Consumer Homemaking
Cook (Assistant)
Costume Design
Culinary Arts
Dietrary Tech.
Dress Designing
Dressmaking
Fashion Arts
Foods and Nutrition
Food Preparation
Food Service
Home Economics
Interior Design & Furn.
Marchand- Fashion
Seamstress & Alteration Specialist
Sewing (Vocational)

Lodging and Food Services

Baking
Catering Arts
Chef Training
Food Service Management
Hotel-Motel Management
Institutional Cook
Restaurant Management

Mid-Management & Supervision

Airport Management Assistant
Business Management
Construction Management
Grocery Merchand. and Management
Hospital Supervision
Industrial Supervision
Marketing
Office Administration
Police Supervision
Public Administration
Safety
Supervision
Super. Government

Science & Laboratory Occupations

Animal Lab Tech.
Bio-Medical Tech.
Chem. Lab Tech.
Dental Lab Tech.
Geology Lab Tech.
Hospital Pharmacy
Marine Tech.
Optometric Tech.
Prosthetics-Orthotics
Research Assoc.

Service Occupations

Educational Services:

Counseling Tech.
Library Tech.
Nursery School Assist.
Spec. Educ. Aid

Personal Services

Cosmetology
Dry Cleaning
Manicuring
Men's Hairstylist
Mortuary Science

Public Relations

Public Relations Specialist
Industrial Relations

Social Services

Community Health Services
Community Service Aide
Fire Science
Legal Assistant
Introduction to Public Service
Recreation Leader
Social Service Aide

Transportation Services

Aero Flight
Aero Ground School
Air Traffic Control
Airport Services
Stewardness
Travel Agent Technician

Institutional Maintenance

Trades & Industries

Air Conditioning & Refrigeration
Aircraft Maintenance
Aircraft Production
Airframe & Power Plant
Appliance Repair
Auto Body & Fender
Automated Elec. Control
Auto. Machinist
Auto. Mechanic
Auto Parts Counterman
Bus. Equip. Repair
Building Construction
Cabinet and Millwork
Carpentry
Ceramics Pottery
Construction Estimation
Diesel Mech.
Driving (Commer. Vehicle)
Fisheries (Comm.)
Fluid Power
Gunsmithing
Heating & Ventilation
Heavy Equipment Mech.
Horseshoeing
Industrial Safety
Industrial Tech.
Ironworking
Machine Design
Machine Shop
Manufact. Sales Rep.
Marine Mechanics
Mech. Servicing
Metals Tech.
Metrology
Motorcycle Repair
Numerical Control
Paint Manufact.
Patternmaking
Piano Repair
Plastics Prod.
Printing
Service Station Attend.
Sewing (Power)
Sheet Metal
Shoe Rebuilding
Sign Painting
Small Engine Repair
Stationary Engin.
Street Maint.
Structural Steel
Tailoring
Taxidermy
Tool & Die
Upholstery
Vending Machine Repair
Welding
Wood Tech.

OCCUPATIONAL PROJECTIONS
1975-1985*

*Bureau of Labor Statistics
Occupational Handbook in Brief
1974-75 Edition

MCC OCCUPATIONAL PROGRAM	Estimated Employment 1972	Average Annual Openings 1975-85	REMARKS (Job Prospects)
Administration of Justice	414,000	16,600	
Police Officers - local	370,000	14,300	very good
Police Officers - state	44,000	2,300	very rapid growth
Agri-Business	--------	-------	estimates unavailable
Animal Health Technology	26,000	1,400	moderate growth
Automotive Technology	727,000	22,300	increasing rapidly
Aviation Flight Tech.	54,000	2,000	increasing rapidly
Business	9,176,000	919,200	includes all clerical jobs.
Secretarial & Steno. Sci.	3, 074,000	411,000	excellent prospects
Cardiology Technology	10,000	900	rapidly increasing
Climate Control Tech.	135,000	13,100	rapidly increasing
Data Processing	769,000	48,300	rapidly increasing
Dental Assistant	115,000	13,000	excellent prospects
Dental Laboratory Tech.	32,000	2,000	very good prospects
Dietetic Technology	33,000	3,100	rapidly increasing
Drafting Technology	327,000	17,900	favorable prospects
Early Childhood Education (includes elementary teachers)	1,274,000	105.000	supply may greatly exceed demand
Montesori Education	--------	- ------	estimates unavailable
Electronic & Electro-mechanical Tech.	240,000	11,100	rapidly increasing
Emergency Med. Tech.	25,000	------	projections unavailable
Engineering Technology	707,000	39,600	favorable prospects
Fire Science Technology	200,000	11,600	rapidly increasing
Home Economics	120,000	9,200	slow growth
Inhalation Therapy	17,000	2,000	very good prospects

page two continued

OCCUPATIONAL PROJECTIONS
1975-1985*

*Bureau of Labor Statistics
Occupational Handbook in Bri
1974-75 Edition

MCC OCCUPATIONAL PROGRAM	Estimated Employment 1972	Average Annual Openings 1975-85	REMARKS (Job Prospects)
Lodging and Food Mgt.	110,000	7,500	very good prospects
Mechanical Tech.	320,000	13,100	moderate growth
Medical Assistant	200,000	25,000	excellent prospects
Medical Laboratory Tech.	165,000	13,000	moderate growth
Medical Records Tech.	47,000	10,500	very good prospects
Mid-Managment	-----	-----	estimates unavailable
Nursing			
RN	748,000	75,000	favorable
LPN	425,000	70,000	very good opportunities
Aides, Orderlies	900,000	100,000	very rapid rise
Physical Therapy Assist.	10,500	2,000	very rapid growth
Radiology Technology	55,000	6,500	rapidly increasing
Social Service Aide	100,000	10,000	rapidly increasing
Traffic Engineering Tech.	-----	------	estimates unavailable
Urology Technology	-----	------	estimates unavailable

APPENDIX D

*Cross, K. Patricia,
John R. Valley
Assoc. Planning Non-traditional Programs
Jossey-Bass, 1974 pp. 220-222

RESULTS OF SURVEY OF ADULT LEARNING

N=3001*

Area of Learning	Percent of N
I. Subjects Offered at MCC	
Investment, i.e. money, finance	29
Sports and Games	28
Crafts, i.e. weaving, pottery, etc.	27
Sewing, Cooking	27
Business Skills, i.e. typing, accounting, bookkeeping, etc.	26
Physical Fitness and self defense	26
Industrial Trades, i.e. welding, electronics, etc.	22
Technical Skills, i.e. auto mechanics, drafting, etc.	19
Child Development, i.e. parenthood, child care and psych., etc.	17
Fine and Visual Arts	16
Foreign Languages	16
Management Skills	16
Humanities, i.e., Literature, Philosophy, etc.	16
Consumer Education, i.e., buying, credit, etc.	15
Environmental Studies	15
Personal Psychology, i.e., encounter groups, etc.	16
Community problems and organizations, i.e., social problems	14
Computer Science, i.e., data processing, programming, etc.	14
Performing Arts, i.e., dance, music, drama	14
Basic Education, i.e., math, reading, writing, etc.	13
Creative Writing	13
Nursing	13
Commercial Art, i.e., design, fashion	12
Public Affairs, i.e., current events, international relations	12
Agriculture	11
Flight Training	11
Great Books	11
Public Speaking	11
Education, i.e., teacher training, aide, etc.	10
Medical Technologies	10
Engineering Technology	9
Social Sciences	9
Biological Sciences	8
English Language Training	8
Physical Sciences	6
II. Subjects Not Offered at MCC	
Gardening	26
Home Repairs	25
Travel, i.e., living in a foreign country	22
Safety, i.e., water safety, first aid, etc.	16
Religious Studies, i.e., Bible, Yoga, Meditation, etc.	15
Law	12
Cosmetology	10
Salesmanship	7
Occult Sciences	7
Architecture	6

EDUCATIONAL SERVICES

No amount of planning will be effective in curriculum development unless those involved in the planning process have adequate support services. Four areas are identified in this study as needing additional support in terms of money, training, and personnel.

Media Production Support

In order to be sensitive to the needs of today's students, who are perhaps more visually as opposed to verbally oriented than yesterday's students, media other than textbooks and lectures, are needed. Film, CAI, CCTV, slide sound shows, filmstrips, and other devices can serve as useful boosts toward learning. However, most faculty need professional support services to develop useful materials for classroom use. It is therefore recommended that one artist and one production person, a paraprofessional. be hired specifically to assist the faculty at the colleges in producing audiovisual materials and to help research availability of materials in specific disciplines. As faculty members become increasingly attuned to such production, each college should then develop its own facility and staff for production of instructional media.

Counseling Supports

High student counselor ratios are not conducive to personalizing student attention. Students need appropriate placement in courses and programs based on interviews and on diagnostic tests. They need first-rate career counseling and guidance. They need aids in studying and in dealing with those personal problems that can often impede educational progress. If the colleges are to increase opportunities for multiple entry-exit times, counselors need to be available. If new students are to be attracted to the college, especially more women and older students, counselors need to be trained to work with their special needs. Many tasks now performed by counselors could be performed by paraprofessionals, as pointed out by a recent Maple Woods counselors' report. It is therefore recommended that counseling staff be increased, as provided in the staffing parameters, including the addition of more paraprofessionals. Further, that counselors be allowed to spend a high percentage of their time counseling students and working with other professionals in improving the educational system. It is also recommended that college counseling staff continue to develop and evaluate their own testing and placement programs, including career guidance and placement, and that they share with the District and with each other information about the development and evaluation of such programs.

Released Time

The Educational Plan Part I has identified a number of outcomes that questionnaire responses indicate are desirable for faculty development and change. Among these are: more development of testing-out procedures and improvement of testing techniques; more interdisciplinary courses and programs; more individualized and multimedia instructional tools. Greater cooperation between college and community is desired by many, with more possibilities in cooperative education and internships. New courses need developing, old ones scrutinized. Transitional learning labs and courses could be developed and improved for older students, for women returning to school, and for veterans. Diverse teaching methods need to be studied. Open-ended curriculums need to be designed to give access to advanced study. All these are immensely time consuming. It is therefore recommended that faculty members be given released time or special contract assignments in the summer, on a systematic basis, to develop and implement changes leading to desired outcomes in the curriculum and learning process.

Inservice Training

Released time alone is not sufficient to produce educational change. Using media, improving testing, experimenting with diverse learning methods, and increasing awareness of how students learn are professional development areas. They should be taught by professionals in the field. It is therefore recommended that time and budget be provided for faculty members to improve their educational development skills, using the most skilled staff developers available from within and without the institutions.

Conclusions

In order to effect achievement towards the educational goals of the District over the next ten years, the following recommendations are offered:

1. The colleges, in concert with the Educational Development Office of the Division of Planning and Development, should further develop their curriculums.
2. Sufficient financial and personnel support at each college should be provided for the following areas: a) media production; b) counseling services; c) instructional and curricular development; and d) faculty and staff development.
3. Counselors should be provided the time and support to work with other professionals in improving the educational system.
4. Counselors should continue to develop and evaluate their testing and placement programs and share information among the colleges.

PLANNING PROCESSES

As indicated in the Educational Plan Part I, the total course offerings of an educational institution are referred to as the curriculum(s). The term is used also to designate single or multiple courses within the total offerings. The term curriculum in this plan will be used to designate the total course offerings or single or multiple courses without reference to a set in specific program format. The term program is used to designate a prescribed set of courses leading to specialization in a particular area (i.e., Nursing Program, Journalism Program, Transfer Program).

Various aspects of total curriculum development can be viewed as including at least such things as:

1. Programs and/or courses added or deleted from total offerings;
2. Curricular approaches and offerings (See Education Plan Part I for expanded listing);
    a. Arrangement in designs such as
        1) core curriculum
        2) program clustering
        3) interdisciplinary
        4) multiple entry and exit points in programs and/or courses for students who demonstrate appropriate levels of knowledge, competency, and skill achievement
    b. Options involving
        1) credit by examination
        2) credit for work experience
        3) experiental learning
        4) contractual learning

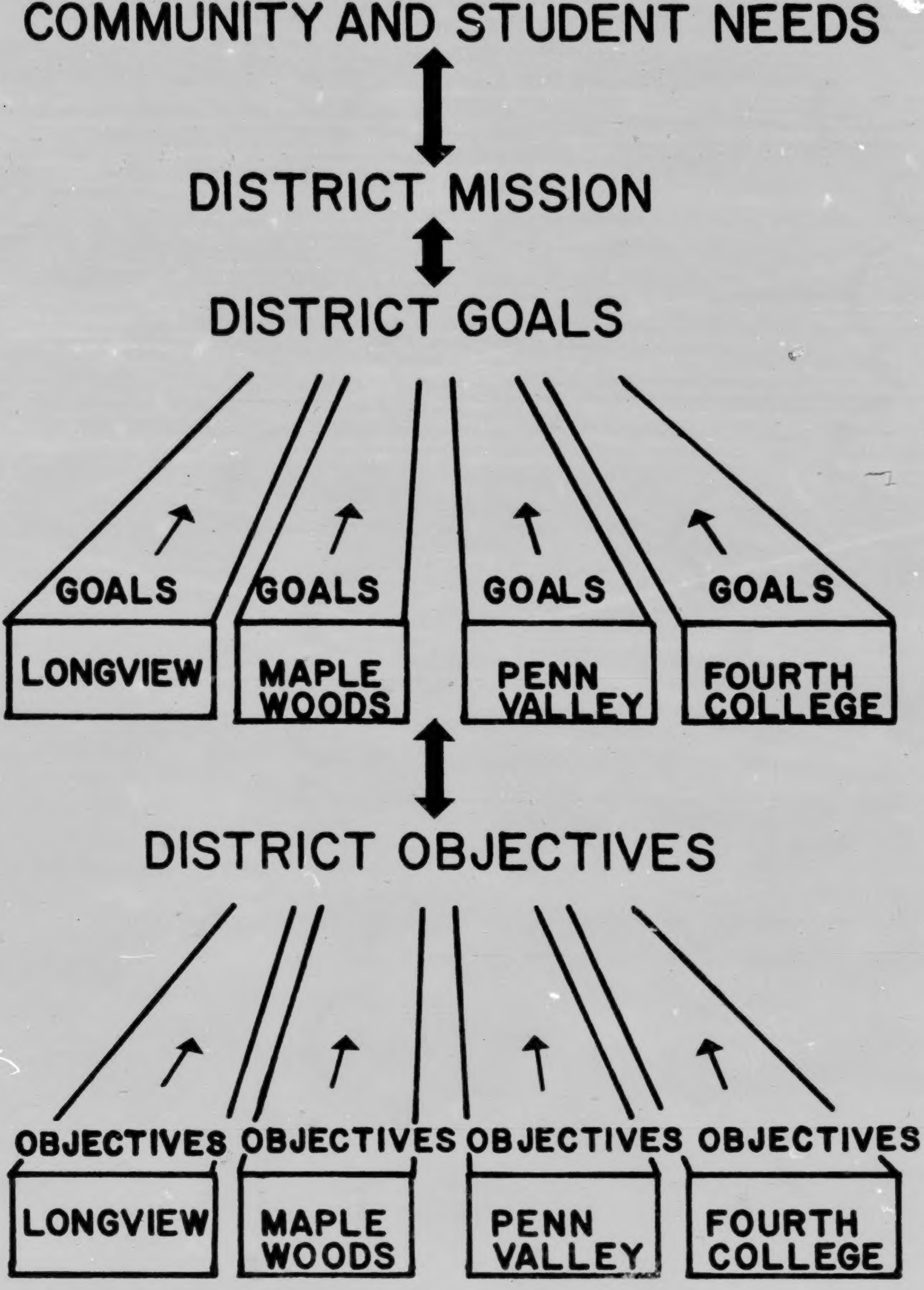
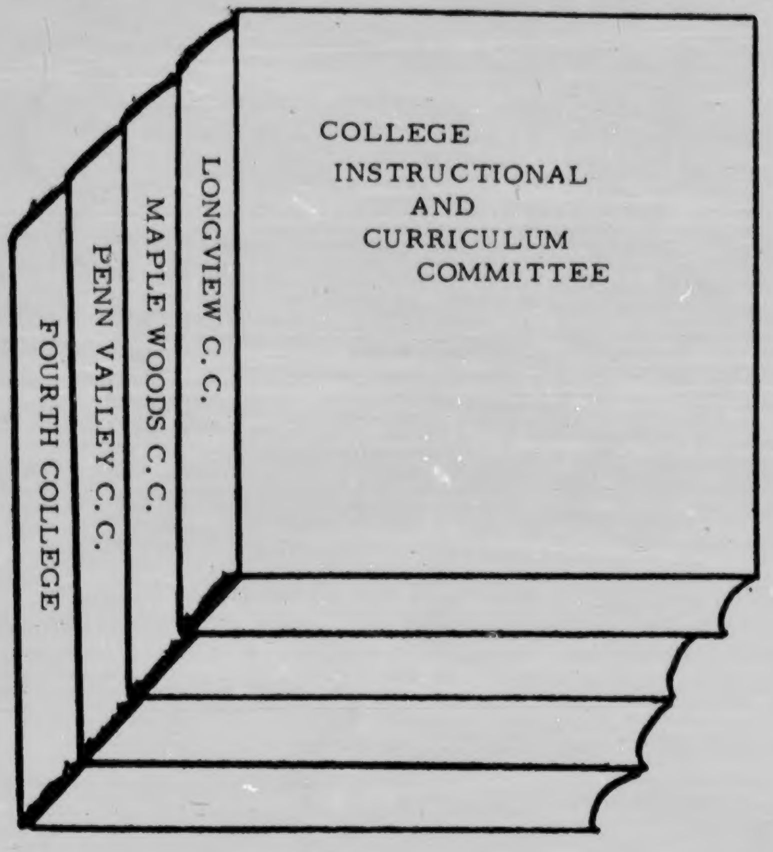

COMMUNITY AND STUDENT NEEDS
DISTRICT MISSION
DISTRICT GOALS
GOALS
LONGVIEW
GOALS
MAPLE WOODS
GOALS
PENN VALLEY
GOALS
FOURTH COLLEGE
DISTRICT OBJECTIVES
OBJECTIVES
LONGVIEW
OBJECTIVES
MAPLE WOODS
OBJECTIVES
PENN VALLEY
OBJECTIVES
FOURTH COLLEGE

FIGURE 1

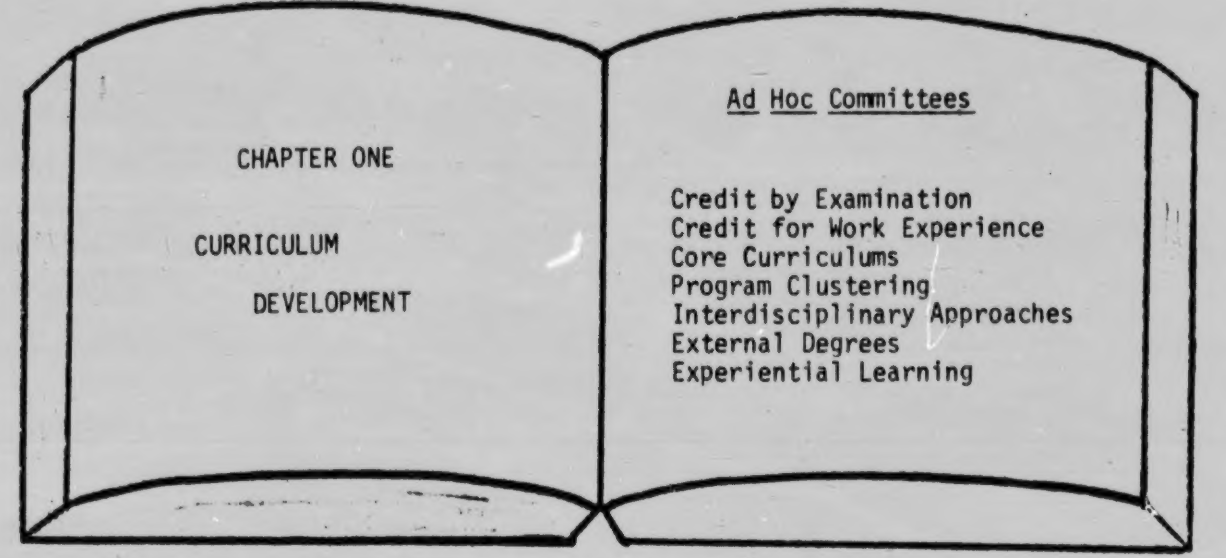

COLLEGE
INSTRUCTIONAL
AND
CURRICULUM
COMMITTEE
LONGVIEW C.C.
MAPLE WOODS C.C.
PENN VALLEY C.C.
FOURTH COLLEGE

MAJOR FUNCTIONS:

1. Review curriculum proposals (program and course level)
2. Course content approval
3. College educational planning in areas of

   Instructional Development
   Delivery Systems
   Faculty Development

Figure 2

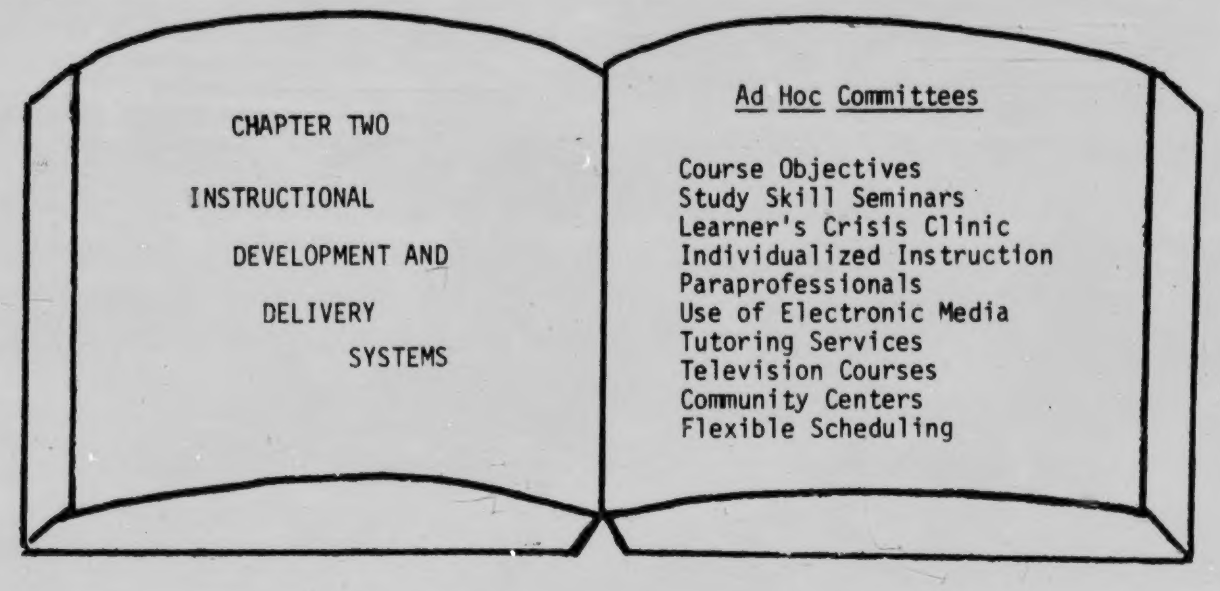


CHAPTER ONE

CURRICULUM
DEVELOPMENT

Ad Hoc Committees

Credit by Examination
Credit for Work Experience
Core Curriculums
Program Clustering
Interdisciplinary Approaches
External Degrees
Experiential Learning

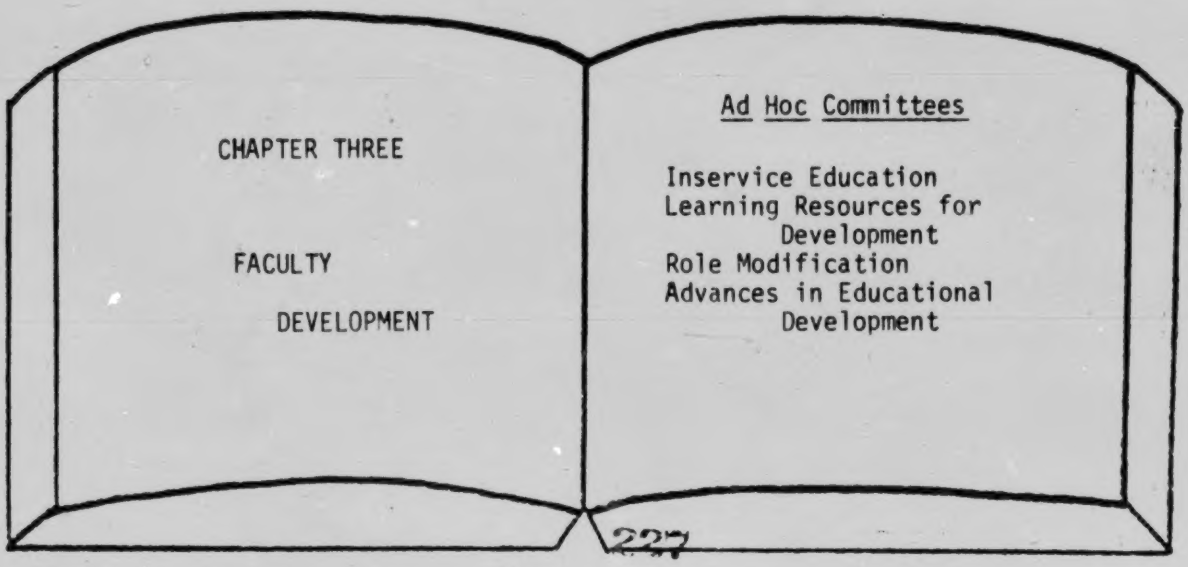


CHAPTER TWO

INSTRUCTIONAL
DEVELOPMENT AND
DELIVERY
SYSTEMS

Ad Hoc Committees

Course Objectives
Study Skill Seminars
Learner's Crisis Clinic
Individualized Instruction
Paraprofessionals
Use of Electronic Media
Tutoring Services
Television Courses
Community Centers
Flexible Scheduling



CHAPTER THREE

FACULTY
DEVELOPMENT

Ad Hoc Committees

Inservice Education
Learning Resources for
Development
Role Modification
Advances in Educational
Development

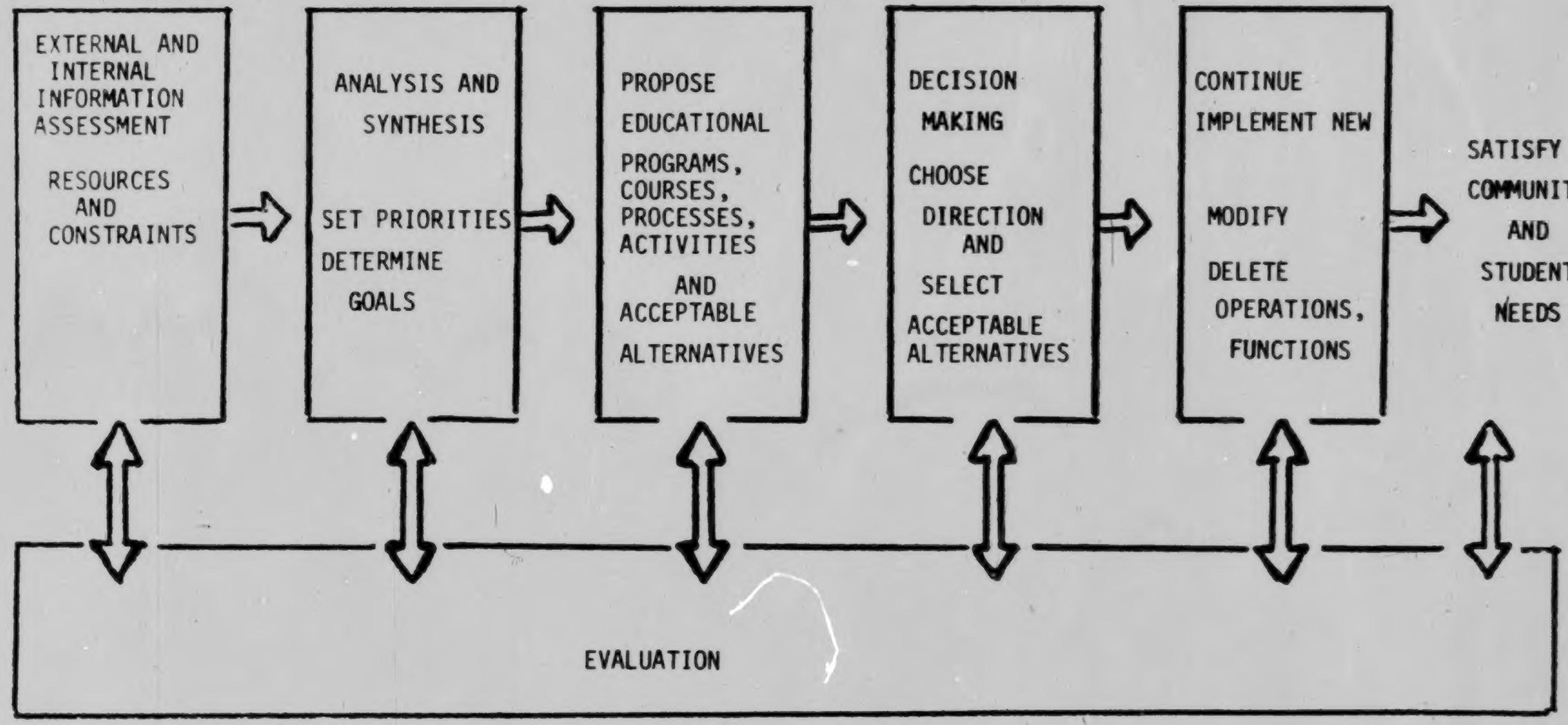

EXTERNAL AND INTERNAL INFORMATION ASSESSMENT
RESOURCES AND CONSTRAINTS
ANALYSIS AND SYNTHESIS
SET PRIORITIES
DETERMINE GOALS
PROPOSE EDUCATIONAL
PROGRAMS, COURSES, PROCESSES, ACTIVITIES
AND ACCEPTABLE ALTERNATIVES
DECISION MAKING
CHOOSE DIRECTION AND
SELECT ACCEPTABLE ALTERNATIVES
CONTINUE
IMPLEMENT NEW
MODIFY
DELETE OPERATIONS, FUNCTIONS
SATISFY COMMUNITY AND STUDENT NEEDS
EVALUATION

Figure 4

Development perform facilitating and support services for college activities in the area of curriculum development, such as:

1. data collection and analysis;
2. coordinating functions relative to state and local planning agencies;
3. coordination of articulation efforts;
4. coordinating functions with appropriate agencies relative to licensure and certification requirements and processes;
5. creation of information systems for planning purposes;

Since instructional development and faculty development can be viewed as intrinsic to progressive curriculum development, ad hoc committees of the College Instructional and Curriculum Committee could also be initiated to propose measurable objectives for their respective areas (Figure 3).

For all levels of educational planning, basic steps of planning and development (Figure 4) to integrate the available human and material resources into a series of effective educational programs and processes (including programs and processes already in existence) should include:

1. assessment of real and perceived needs of both the community (external) and students (external); determination of whether needs are being met adequately;
2. analysis and synthesis steps using external and internal information;
3. formulation of direction, setting of priorities, and determination of goal(s) and objectives in response to unmet needs (includes formulation of alternatives);
4. examination of resources and constraints (also including such things as consistency with institutional purpose, articulation implications, psychological barriers, etc.);

5. selection of primary direction with acceptable alternatives;
6. development of appropriate curriculum and instructional strategies;
7. further planning and preparation for implementation and desired change;
8. management of resources;
9. continuous check point evaluation.

The planning process should be coordinated and systematic, that is, all levels of planning should be related and all persons involved in planning should have full access to pertinent information and data bases for decision making purposes. Information, both internal and external, must be valid, accurate and accessible.

External data sources should include such things as:

1. expressed community needs and wants;
2. advisory groups;
3. state authority policies;
4. articulation agreements;
5. state employment agencies;
6. governmental agencies of various types;
7. state divisions of occupational inventories, etc.;

Internal data sources should include such things as:

1. student wants and needs;
2. institutional policies;
3. budget allocations;
4. physical facilities, equipment inventories, etc.;

Although the administration should take the lead in formulating total curriculum planning, (generally several years in advance of anticipated changes) faculty should be involved in all points of the planning and development process at this level. At the course content level, faculty should have full development responsibility. Instructional planning at the course level should be related to total program planning. Instructional goals should be based on program goals and instructional direction should be provided, at least partially by the student and community needs, since it is the function of the specific courses and total program offerings to fulfill student and community needs.

It is recommended that instructional information systems be developed so that faculty have available, for planning pusposes, data from such areas as:

1. advisory committees;
2. course or program history;
3. analysis procedures (occupational, job, task, etc.);
4. program course sequences and alternatives;
5. program cost differentials;
6. student information;
7. equipment and facilities inventories;
8. manpower needs data.

At each level of planning, from the proposed ad hoc committees of the College Instructional and Curriculum Committees to the Chancellor's

Cabinet, it is necessary to analyze the present educational situation in terms of stated goals, functions and methodology to help determine if and why a change is necessary. If needs are not being met satisfactorily by the present processes, then restating those unmet needs as goal statements and determining the terminal and enabling objectives is the first order of business. But for each of these activities (i.e., restating needs as goal statements and formulating the terminal and enabling objectives), the planners should consider the alternatives, establish the base criteria and identify the constraints.

Once the planners have analyzed what needs to be done, then they should design how to do it. After agreement and acceptance by those responsible for implementation, all resources should be managed for effective and efficient achievement of the objectives.

Alternative plans and procedures must be a part of any total planning effort and should be readily available for implementation should the primary educational direction prove to be ineffective or inappropriate.

Evaluative check points should be incorporated into all planning processes, with continuous feedback, at every step, and into all program operations so that progress toward goal achievement can be measured. Answers should be sought to such questions as:

1. Are the needs being met? Was the need diagnosis correct? Do outcomes satisfy needs?
2. Was the goal(s) appropriate?

3. Were the objectives appropriate?
4. Are the objectives being achieved? Are they being achieved in an effective and efficient manner?
5. Were learning needs diagnosed properly?
6. Are faculty and students satisfied with learning progress?
7. Has feedback at all levels been continuous and pertinent for proper resource management?

CURRICULUM APPROVAL

In accordance with Board policy and the District regulation on curriculum approval, all new programs to be considered for implementation in the District colleges, initiated at either the college or district level, will be processed according to the following proposed District procedure:

I. Feasibility Study Request - The Presidents or the Chancellor may request, by memo to the Vice Chancellor, Planning and Development, that the Division of Planning and Development conduct a feasibility study of a proposed new program. If a new program has been developed by a college, request for review will be in accordance with Section VII.

   A. "New program" is defined as an occupational program leading to an Associate in Applied Science degree or certificate, a preprofessional transfer program leading to a new degree.

      1. Request by Presidents may be in response to interest expressed in developing a program by a faculty member, a department chairman, or a member of the community.

      2. Request will include name and brief description of proposed program, objectives of program, type of degree or certificate to be awarded, identification of persons interested in program, reason for desiring program, and estimate of additional facilities needed, if any.

   B. Feasibility studies may be initiated internally by Division of Planning and Development when analysis of research indicates a possible need for a new program.

II. Feasibility Study - The Vice Chancellor will direct the Division of Planning and Development to undertake a feasibility study of the proposed program, including the following activities.

   A. Appointment of Temporary Advisory Committee - Individuals representative of the employment area related to the proposed program and/or representative of institutions offering such a program will be asked to serve in an advisory capacity to provide assistance with job market analysis and determination of acceptability of proposed program.

   B. Job Market Analysis - A thorough study of employment opportunities and trends, both local and national, will be conducted, based on such sources as:

      1. Bureau of Labor Statistics;
      2. Occupational Outlook Handbook
      3. Reports of consulting firms with whom the District has had contracts; e.g., A. D. Little, Inc., Tadlock and Associates;
      4. Reports of professional organizations in the field and requests to professional organizations for opinions and employment projections;
      5. Survey of appropriate employers in the Kansas City area carried out by telephone, written questionnaire, and personal interview to determine specific projections for number of positions through

a 5-10 year period, entry salaries and average earnings;

6. MOTIS Report (Missouri Occupational Training Information System);
7. Other community colleges across nation which offer similar programs;
8. Chambers of Commerce.

C. Survey of Existing Programs to Establish Geographic Need - A thorough check of other community and junior colleges in the Greater Kansas City area proprietory schools and four-year institutions (if applicable) will be made to determine degree to which need filled by the proposed program is already being met.

D. Determination of Acceptability for Transfer - If the proposed program leads to a transfer degree, a preliminary check will be made with four-year institutions to determine acceptability of freshman-sophomore level courses in appropriate upper division majors.

1. Contacts will be made with department chairmen or deans of appropriate schools in major institutions to which our students transfer: University of Missouri-Kansas City, University of Missouri-Columbia, Avila, Rockhurst, Park College, Central Missouri State University, Northwest Missouri State University, Southwest Missouri State University, University of Kansas, Kansas State University-Manhattan.

E. Determination of Degree of Student Interest - A survey of appropriate populations will be made to provide an estimate of possible enrollment in the proposed program.

1. Existing interest surveys and needs assessments will be examined.
2. Questionnaires will be administered to a random sample of currently enrolled students, both full-time and part-time, day and evening, credit and non-credit.
3. If possible, high school students and adult members of the community will be surveyed.

F. Determination of Availability of Facilities - A thorough check of existing facilities, both on campus and in community, will be made.

1. If program requires clinical facilities for practicums or locations for internships, available resources will be located.
2. If existing facilities for on campus program are not adequate, the possibility of leasing facilities will be investigated.

G. Report of Feasibility Study - If results of feasibility study are negative, a report will be made to persons placing request with the recommendation that program not be developed. If results are positive, Division of Planning and Development will proceed to next step.

III. Permanent Advisory Committee Selection and Approval - In consultation with persons requesting the proposed program and with members of the temporary advisory committee, a permanent advisory committee will be established, subject to the provisions of District Regulation 2.0003 DR, "Program Advisory Committees."

A. If proposed program is occupational, members of advisory committee should be representative of the following groups:

1. Persons employed and those responsible for employment in the occupation for which the program will prepare employees.
2. Persons in decision-making positions of the occupation who may be able to provide facilities, internships, or cooperative work experience.
3. Members of professional organizations related to the occupation.

A. Faculty members who have expertise in the occupation under consideration.

B. If a proposed program is a preprofessional transfer program or a transfer program leading to a new degree, members of the advisory committee should be selected from the following groups:

   1. Department chairmen of appropriate transfer institutions.
   2. Instructors from community colleges with similar programs or from transfer institutions in which major is offered.
   3. Employed professionals (other than teachers) who majored in proposed program area.

IV. Curriculum Development and Review - The Division of Planning and Development will coordinate the development of an appropriate curriculum for the proposed program.

A. Curriculum outline, performance objectives and syllabi of new courses required for the program will be developed by appropriate deans, department chairmen and instructors, with the assistance of the advisory committee.

B. New courses will be presented to appropriate College Instructional Committee(s) for their review and appropriate action.

V. Budget Considerations - Staff and Equipment - Budgets will be prepared and sources of funds identified.

A. The Division of Planning and Development will, in consultation with the advisory committee and the appropriate college or district personnel, prepare a budget for staff and equipment cost of new program.

   1. Budget will include all start-up costs and costs for the first year of the program's operation.
   2. Budget will also include projected five-year cost.

B. The Division of Planning and Development will investigate external sources of financial support for the proposed program.

   1. If program is occupational, the portion of cost available through state vocational funds will be determined.
   2. Possible government or foundation grants will be investigated.

VI. Facility Needs - In consultation with the advisory committee and appropriate college personnel, a determination of facilities needed will be made by the Division of Planning and Development.

A. If adequate facilities are not available on campus, the Division of Planning and Development will determine cost of facilities and commitment of District to provide them.

B. If program requires use of leased facilities, terms of contract will be determined and District legal counsel consulted for tentative approval.

VII. Program Proposals Developed by a College - All program proposals developed by a college will be submitted to the Division of Planning and Development for review and recommendation to the Chancellor's Cabinet.

(a) The proposals will be submitted on the appropriate forms.
(b) The proposals will be subject to the analysis described in Sections I-VI on the previous page.

All proposals submitted to the Division of Planning and Development will be submitted to the Chancellor's Cabinet with appropriate recommendations.

VIII. Proposal Submitted to Chancellor's Cabinet and to Academic Senate - A proposal including program outline, course descriptions, budget and availability of facilities and time table will be presented to the Chancellor's Cabinet and the Academic Senate for comments and suggestions.

A. If start up or seed money is required to initiate the program, a "New Educational Program Request" signed by the appropriate president(s) will be presented to the Chancellor's Cabinet. (See Appendix A)

B. Action taken on the comments and suggestions made by the Chancellor's Cabinet and/or the Academic Senate will be reported to the Cabinet and the Senate for their information and further response if so desired.

XI. Approval by Chancellor - If the proposed program is recommended by the Chancellor's Cabinet, the program will be submitted to the Chancellor for his approval.

X. Approval by Board of Trustees - The Chancellor will submit the proposed program to the Board of Trustees for its approval, in accordance with the regulation of the Coordinating Board of Higher Education.

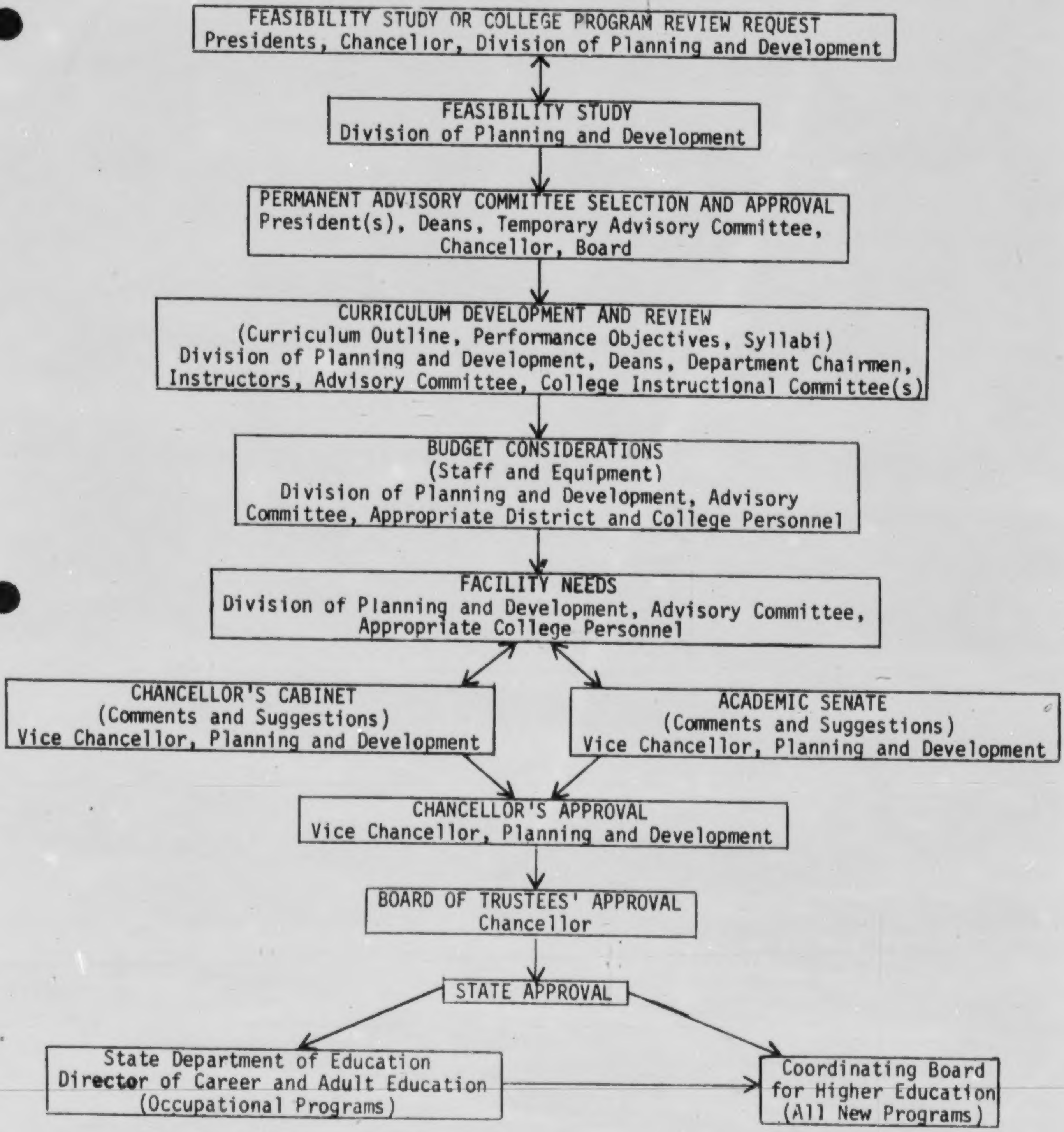
XI. Approval by State Bodies - New programs approved by the Board of Trustees will be submitted by the Vice Chancellor, Planning and Development, to the appropriate state bodies.

A. Occupational programs will be submitted to the Director of Career and Adult Education, State Department of Education, in accordance with the procedure outlined in Handbook of Vocational Education, 1974 (see attached list of information required). (See Appendix B)

B. All new programs will be submitted for approval to the Coordinating Board for Higher Education in accordance with the procedure outlined for baccalaureate degree programs in "Appendix A" of Second Plan for Coordination of Higher Education in Missouri for the 70's (see attached outline). (See Appendix C)

ACTION FLOW CHART -- CURRICULUM APPROVAL

THE METROPOLITAN COMMUNITY COLLEGES


FEASIBILITY STUDY OR COLLEGE PROGRAM REVIEW REQUEST
Presidents, Chancellor, Division of Planning and Development
FEASIBILITY STUDY
Division of Planning and Development
PERMANENT ADVISORY COMMITTEE SELECTION AND APPROVAL
President(s), Deans, Temporary Advisory Committee, Chancellor, Board
CURRICULUM DEVELOPMENT AND REVIEW
(Curriculum Outline, Performance Objectives, Syllabi)
Division of Planning and Development, Deans, Department Chairmen, Instructors, Advisory Committee, College Instructional Committee(s)
BUDGET CONSIDERATIONS
(Staff and Equipment)
Division of Planning and Development, Advisory Committee, Appropriate District and College Personnel
FACILITY NEEDS
Division of Planning and Development, Advisory Committee, Appropriate College Personnel
CHANCELLOR'S CABINET
(Comments and Suggestions)
Vice Chancellor, Planning and Development
ACADEMIC SENATE
(Comments and Suggestions)
Vice Chancellor, Planning and Development
CHANCELLOR'S APPROVAL
Vice Chancellor, Planning and Development
BOARD OF TRUSTEES' APPROVAL
Chancellor
STATE APPROVAL
State Department of Education
Director of Career and Adult Education
(Occupational Programs)
Coordinating Board for Higher Education
(All New Programs)

APPENDIX A
NEW EDUCATIONAL PROGRAM REQUEST

Institution(s) ______________________________

Department(s) ______________________________

I. PROGRAM DESCRIPTION:

II. SEMESTER BY SEMESTER SUGGESTED COURSES:

III. CATALOG DESCRIPTION OF NEW COURSES:

IV. RATIONALE:

A. Outcomes for Institutions, Students, and Faculty:

B. Degree of Student Interest:

C. Transferability to Four-Year Institutions:

D. Job Market Analysis:

V. TIMETABLE FOR IMPLEMENTING PROGRAM (Dates and Institutions):

VI. EVALUATION (Methods to Be Used):

VII. FACILITIES AND EQUIPMENT:

A. Existing:

B. Needed:

VIII. FACULTY AND STAFF:

A. Existing:

B. Needed:

IX. BUDGET - INITIAL COST (Please Itemize):

A. Equipment:

B. Faculty and Staff:

C. Supplies and Other Expense:

TOTAL BUDGET ____________

X. REQUEST FOR DEVELOPMENTAL FUNDS IN AMOUNT OF ________________

Matching Institutional Funds ____________

Matching External Funds ____________

Date ____________ Submitted by ________________________________
President(s) Institution(s)

APPENDIX B

INFORMATION REQUIRED
FOR
SUBMITTING APPLICATIONS FOR
VOCATIONAL EDUCATION PROGRAMS

Proposals for new or expanding vocational education programs should be submitted to the State Director of Vocational Education on or before March 1.

The following outline constitutes the minimum information necessary to review the appropriateness of an application for an expanding or new vocational education program. A separate proposal for each program should be submitted by occupational title.

I. General Information

A. Identify program by occupational title and U. S. Office of Education code number. For postsecondary institutions, state precise name of major or specialization, and degree or certificate, if any, to be awarded upon successful completion of program. Indicate specific occupational objective.

B. Indicate how the need for this program was determined: employment opportunities, current and projected trends, on advice of administration or advisory committee, etc. Describe the cooperation with the Cooperative Area Manpower Planning System (CAMPS) in the development of this program if applicable.

C. List names of advisory committee members, their occupations, and indicate the nature of the review or appraisal by outside reviewers, etc., if applicable.

D. Indicate the extent of supervision: by whom, how much, how frequent, etc. In what department or unit will the program be administered?

E. Give the name, location, and description of space to be utilized for this program.

F. State the relationship of proposed program to present offerings and to long-range plans of the institution.

G. Give proposed date for initiating the program.

II. Instructional Information

A. State the program objectives in measurable terms.

B. Include a topical outline of major units or divisions in the vocational course(s).

C. List instructional material, major texts and references to be used.

D. Describe standards of performance or level of proficiency expected at program completion.

E. State the qualifications of the instructor(s) which the district intends to employ.

III. Student Information

A. Describe how students will be selected and the nature of students to be served. Indicate anticipated enrollment.

B. Identify educational guidance and counseling services to be provided.

C. Describe follow-up procedure planned.

D. Explain the participation in youth organizations sponsored by the Vocational Division.

IV. Budget

A. List major equipment currently available.

B. Outline long-range plans for major equipment purchases.

C. Show proposed equipment, teaching aids, and supplies expenditures.

D. List anticipated salary expenditures.

V. Evaluation

A. Explain the procedures or methods of evaluation to be used in determining results. Relate these to the program objectives.

B. List instrument(s) to be used.

C. Indicate how results of evaluation are to be utilized.

The State Department of Elementary and Secondary Education procedures for approving applications for new or expanding vocational education programs at the secondary, postsecondary, or adult level are:

The director of the program reviews the application and makes a preliminary recommendation.

The program and preliminary recommendations are then submitted to the approval committee for new or expanding programs. The committee is composed of the instructional and service area directors. The decision of the committee concerning approvals takes into consideration the budget available, location of area schools, past performance of other vocational programs in the local district, and predicted service the local district can maintain.

The school is notified of the action taken by the committee on the pending application.

APPENDIX C

PROCEDURE REQUIRED FOR SUBMITTING NEW PROGRAMS TO STATE COORDINATING BOARD FOR HIGHER EDUCATION

I. Twelve (12) copies of the completed form outlined below will be forwarded to the State Department of Education, Attention Mr. Robert W. Jacob, Academic and Student Affairs. Information should be presented fully but concisely, consideration being given to the criteria used by the State Department of Education staff and the Coordinating Board for Higher Education in evaluating the proposed program.

Notification of New Certificate or Degree Program

I. Description of Proposed Program

A. Title and nature of proposed program (rationale for program within role, scope and long range goals of District and college):

B. List of Course Offerings Comprising the Program (Indicate new courses):

C. Outline of semester by semester curriculum:

D. Special Degree Requirements (*e.g.*, if occupational program, internship or cooperative work experience):

E. Indicate whether program is entirely new or an expansion of existing programs. If the letter, provide an estimate of students enrolled during the last three years:

F. Indicate the number and location of similar programs offered elsewhere in Missouri, identifying the nearest institution offering a similar program:

G. Describe current manpower needs for graduates of the program.

H. Explain how the proposed program will strengthen the total academic program of the college and District:

I. Date of approval by Board of Trustees:

II. Projected Enrollment:

A. Indicate projected enrollment for next five years, including an explanation of basis for projection:

B. Describe the likely source of students who will enroll in this program, indicating whether they will come from existing programs or be attracted to District colleges to enroll in the program:

III. Faculty:

A. Persons presently on the faculty who will be most directly involved in the proposed program.

Name	Highest Degree	Present Course Load	Estimated Course Load in Program

Indicate those faculty who meet minimal criteria for the requested program.

B. Present student-faculty ratio (F.T.E.) in subject matter field(s) or department(s) in which proposed program will be offered:

C. Average teacher-student ratio in courses given by the department:

D. Project need for new faculty required for the proposed program for the next five years and explain in detail any additional outlay of funds required for acquisition of new faculty.

E. Describe the involvement of the faculty, present and projected, in research, extension, correspondence and other activities related to the proposed program.

V. Library:

A. If present library holdings are not adequate to begin the proposed program, explain how the library will have to be improved to meet program needs in the next four years (books, periodicals, reference books, primary source materials, etc.):

B. Explain in detail faculty and student use of libraries of other institutions and degree to which this will be possible in the proposed program:

C. Estimate of total expenditure for last two complete fiscal years for library acquisitions in the departments or subject matter fields in which the proposed program will be offered, or in fields which areclosely related to the proposed program:

D. Projection of library expenditures to be budgeted annually for next five years in supporting this program:

VI. Facilities and Equipment:

A. Describe existing facilities available for the proposed program and the present utilization of these facilities:

B. Specify new and special facilities and equipment needed for program and provide estimate of cost:

C. Indicate anticipated source of needed facilities and equipment:

D. Indicate planning for the addition of new facilities which may result from approval of this program:

VII. Administration of Proposed Program:

A. If proposed program will affect the administrative structure of the college or District, explain how:

B. Indicate in what department or college the proposed program will be administered:

C. If the program is to have inter-departmental or inter-college administration, explain in detail:

VIII. Accreditation:

A. If program is eligible to be accredited, indicate name of accrediting agency, requirements for accreditation, initial costs of accreditation and subsequent annual costs to maintain it:

B. Identify basic criteria for accreditation and describe how well these are presently being met.

IX. Supporting Fields: Evaluate the subject matter fields which may be considered as necessary or valuable in support of proposed program by indicating necessary improvements or expansion and estimating cost.

X. Cost of Proposed Program:

A. Initial cost :

If extension of an ongoing program, indicate the cost differential:

B. Annual cost of program for three years following its first year, including rationale for estimate:

If extension of ongoing program, indicate cost differential:

C. Departmental operating expenditures for last two fiscal years for departments which will contribute significantly to support of proposed program and effect of proposed program on allocation or distribution of these funds:

D. Describe briefly the sources of financial support for program and evaluate the adequacy of funds for inauguration and support of the program. Indicate possibility of program becoming self-supporting within three years and explain the bases for your computations.

XI. Additional Comments of Explanation or Support:

2. Copies of proposal will be forwarded to members of the Coordinating Board for Higher Education. Staff will analyze proposal (usually within 60 days).

3. Staff report will be forwarded with recommendations for either approval or rejection to Committee on Academic and Student Affairs of Coordinating Board for Higher Education.

4. Committee will consider proposal at next meeting after receipt of staff report; institution will be notified of meeting time and invited to attend in order to defend program and serve as resource to Board members in answering questions.

5. Committee will present proposal with their recommendation to full Board at next regular meeting. Institution will again be invited to send representative. Board makes decision to approve or reject proposed program.

6. Insitution will be notified by letter of Board decision.

SECTION VII

"COMMUNITY RENEWAL COLLEGE": A NEW CONCEPT FOR NEW CLIENTELES

THE FOURTH COLLEGE COMPONENT

"COMMUNITY RENEWAL COLLEGE": A NEW CONCEPT FOR NEW CLIENTELES

THE FOURTH COLLEGE COMPONENT

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ABSTRACT

The proposed 1985 Mission Statement of The Metropolitan Community Colleges for the next ten years is to bring postsecondary educational opportunities within the geographical and financial reach of the community residents of the District. This statement of intent implies that not only the traditional student, but the rapidly surfacing nontraditional student, must have these opportunities. It means that the District's geography is a claim to areas of service and, more importantly, willing the geographical definitive, to the people within these areas.

Implicit in this statement is the unassailable truth that different people learn in different ways and that their needs are not always the same. Thus, if we are serious in our statement of service, we must consider that there are nontraditional delivery systems which must be involved. A community-based, performance-oriented college is such a system which can complement the nontraditional programs currently operating in the three existing colleges.

The assumptions upon which the concept is based are thoughtful and have been proven to be true. Nontraditional options are based on these assumptions:

1. Persons learn from where they are. Their reality is the base upon which learning is planned.
2. Education is a practical art, not a theoretical one.
3. Learning occurs in a specific reality and this reality, whether physical or mental, has great influence upon it.
4. Education is a cooperative art.
5. Evaluation of learning can be made by both teacher and learner.

6. Learning does not necessarily lend itself to a standardized sequence of standard events.

These assumptions lead to the conclusion that, if the mission of The Metropolitan Community Colleges is to be achieved, a much stronger concentration of energies must be applied to meet specialized community education needs. To do this, there is unquestionably a need for a unique fourth community college dedicated to community service and modeled not on existing structures, but on societal needs and operating on a community base with a performance-oriented instructional delivery system of credit and noncredit learning experiences. The study recommends, therefore, a community-based, performance-oriented "college without walls" to operate as the fourth instructional unit of The Metropolitan Community College system. A further recommendation is that this proposed fourth college be established as of July 1, 1975 and begin operations on January 1, 1976. In addition, the Metropolitan Institute of Community Services should continue to function through 1975-1976 as an operating division of the fourth college.

A PHILOSOPHICAL BASE

In 1970, Chancellor Harlacher suggested to a University of Chicago seminar for community college presidents that he thought community colleges should be released from the somewhat schizophrenic role into which they had been forced. On the one hand, they were acting as credential services for state colleges and universities and, on the other, they were serving the needs of the low achievers, the disadvantaged, the students who couldn't make it at the four-year institutions. In consequence of this strange situation, little time was allowed for much service to the community as a whole -- except for the rather spotty community services programs mounted by some colleges -- so that the colleges remained institutions in, but not of, their communities.

Faithful to the literature of the community college field, most colleges, from their inception, have regarded their role as being catalysts for bringing community resources to bear on community problems. Moreover, they have attempted to provide for the educational needs of all their community members, despite the restrictive circumstances described above. They have used advisory councils and community needs assessment surveys as vehicles for encouraging community involvement in curriculum planning -- always, however, focusing such planning on traditional student groups that by no means included all community members.

In the colleges' defense, it must be pointed out that the course they chose to follow was dictated in large part by the precedent set by society itself -- the community, if you will. Ernest Boyer explains it this way:

> Historically, the span of human life has been chopped up into slices like a great salami, with each section having a special flavor all its own. First, there was the thin slice of early childhood -- the time of happy play. Then came a thicker slice -- twelve to twenty years, perhaps -- devoted almost exclusively to full-time learning. Next, we had the still thicker chunk of full-time work. And, finally, came retirement -- the little nubbin at the end -- characterized by some as "dignified decline."[1]

And he goes on to point out that, because institutional patterns have conformed to this long tradition throughout the years, colleges and universities have ended up serving just one slice of life -- the 18 to 22 year olds, students who were expected to complete their college educations before entering the world of work, never to return.

Alan Pifer's suggestion at the AACJC meeting a year ago probably was not as outrageous as he himself thought it to be; namely, that "community colleges should regard as their primary role community leadership." Though conceding that other institutions have a part to play, Pifer defined the leadership role of the community college in rather clear-cut terms:

> . . . I see the community college as the essential leadership agency. . . they can become the hub of a network of institutions and community agencies -- the high schools, industry, the church, voluntary agencies, youth groups, even the prison system and the courts -- utilizing their educational resources and, in turn, becoming a resource for them.

Indeed, that is what community colleges started out to do, and the fact that they have been sidetracked is less chargeable to their efforts than to the adverse set of circumstances that surrounded their initial endeavors. Perhaps if they had cut themselves loose from the extraneously imposed constraints pointed out by the Chancellor in his opening remarks to the Chicago seminar, and had struck out in new directions that would lead to effecting a truly community-based education, the community colleges across the nation might today be living up to the reputation their PR people have advanced for them over the last 30 years.

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[1] Ernest L. Boyer, "Breaking Up the Youth Ghetto," in Dyckman W. Vermilye (ed.), Lifelong Learners -- A New Clientele for Higher Education (San Francisco: Jossey-Bass, 1974), p. 5.

What he envisioned, Dr. Harlacher told his 1970 audience, was a kind of community renewal college that would take advantage of its ever-recurring opportunities to participate in the continuous recreation, the restructuring of the society; a truly "people's college," unconfined by any campus, decentralized and flourishing in the real world of the community in all of its parts. Its mission would be to help individuals grow in a variety of ways: helping them reach maximum employment; acquire the skills and attitudes to restore and improve their neighborhoods; helping them create a learning society. It would serve as a change agent for the betterment of life conditions at the local level. And, it would emphasize community service as the cornerstone of every curriculum.

At the time, these remarks seemed visionary at best. But, in the nearly five years that have intervened, they have taken on meaning as few other utterances have, for they encapsulated the principles underlying the AACJC's subsequently adopted mission; namely, a "community-based, performance-oriented, postsecondary education," with emphasis upon community services.

In 1975, most educators at all postsecondary levels are agreed that they must serve new student clienteles, and must assume new roles if they are to meet the needs of the "new students" -- or, more properly, the newly acknowledged students. These people have always been members of the community; but, until the exigencies of the times -- dwindling enrollments of "traditional" students and imminent curtailment of fiscal support -- made the need clear, the colleges have not actively sought to serve these less visible student groups. Rather, they have concentrated on meeting the educational needs of only small segments of the total community: high school graduates requiring geographical and financial access to low-cost further education; persons interested in preparing for gainful employment at the end of one or two years; those wanting skills to upgrade their performance on the job or eligibility for promotion; others whose previous educational experiences have precluded their acquiring the necessary skills to move into the higher echelons of learning; and individuals whose ephemeral appetites for bits of knowledge or divertissement have dictated certain community services programs.

In the meantime, the reservoirs of what may be called "nontraditional" students have continued to grow: those who cannot afford the time or cost of conventional further education; those whose interests and talents are not served by traditional education; those who have become technologically unemployed and must retool themselves in midcareers; those whose educational progress has been interrupted by illness, military service, or other temporary conditions; those who are increasingly bored with the routine of a highly technological society or faced with increased leisure time; the older citizens who have come to accept the questionable blessings of early retirement. In addition to community members such as these, there are the multitudes who are still caught up in the lockstep of tradition, believing that college is four walls, college is semester-length courses, college is earning a degree, college is culturally and intellectually elite -- in short, college is beyond their reach.

It is hoped that what is being contemplated for Kansas City as the District's fourth college -- one without walls, one that totally concentrates its efforts on community-based, performance-oriented curricula, with and without degree requirements so long as the student learns what he needs and wants to know -- might break that lockstep once and for all. Using the original concept of the community renewal college as a base from which to grow and develop its own characteristics, the new college could offer delivery systems completely divorced from the traditional ones. Having no formal campus, it would operate a network of learning sites throughout the community that would provide both formal and informal learning experiences. It would utilize a faculty, not solely of academically credentialed individuals, but also of community personnel with demonstrated expertise in their several fields of endeavor, thus making the entire District a laboratory for learning. Conceding that what is learned is more important than what is taught, it would allow the learner to begin where he is -- where his previous learning stopped, progress at his own pace in accordance with his unique learning plan, and achieve competencies that are meaningful to him. People from all walks of life and many different age groups would be enabled to take advantage of almost unlimited learning opportunities designed to fulfill educational needs and useful desires through a new and unique type of education -- opportunities which might otherwise not be available to them. The District's fourth college would be designed to make available more "educational opportunities" to all citizens beyond their current level of "formal education" and to do so in ways and at times tailored to the learner.

Conventional community colleges across the country have talked a great deal about developing the individual student to his fullest potential, but this has usually been in terms of his ability to achieve the A.A., A.S., or A.A.S. degree. With no intention to denigrate the value of degrees, it should be pointed out that not every student in need of further education has either the time, need, or the wherewithal to devote the prescribed two years of formal instruction to acquiring associate degrees. This implies the need to reject the notion that an individual's ability to accumulate credits is a measure of his worth. Rather, the colleges should help every member of the community acquire the basic skills and understandings they feel necessary to effective functioning in their world, whether that acquisition be traditional or unique. Colleges should foster the belief that education is continuous through life.

Because expanded access to further education invites all citizens, from 18 to 80 and beyond, to participate in its courses and programs, it would be the District's goal to establish not a new campus but a new concept: a community college without walls, one with a dispersion of appropriately equipped counseling and study centers, whose motivating purpose is to make possible for every person in its four-county service area what Alfred North Whitehead called "the acquisition of the art of the utilization of knowledge."

With emphasis on defined competencies and student-college educational pacts that attempt to ensure student achievement of those competencies, the District's proposed fourth college would be both community based and performance oriented. In pragmatic terms, "community based" means delivering the kinds of education community members want and need at locations where the learners are, all of this determined by open community participation in defining comprehensive learning needs, suggesting solutions, and facilitating delivery. "Performance oriented" means that competencies taught will be designed to fit the needs of the learner so that competencies become more important than grades or credits and the learner can measure in his own terms achievement of an objective.

The District's fourth college would be a center for optional forms of post-secondary education, with emphasis on learner goals rather than institutional goals. Its purpose would be to provide educational and community service experiences beyond those currently available to most citizens. As a different kind of institution, its programs could be carried out on a formal campus, or on no campus at all. It could provide college credit, or no credit at all. It would stress student termination of his own goals, identification of how he proposes to reach those goals, methods of evaluating how well he is progressing. But it would also provide for competent teacher supervision of all his activities in the process of acquiring his education. It would allow for flexible grouping and scheduling, independent study, continuous progress curricula, hands-on experience, community internships, and more. But, most importantly, it would stress at least five aims of instruction that leading reform spokesmen have repeatedly been emphasizing:

1. Teach the structure of a discipline, rather than facts in curricular content areas, by focusing upon the general principles that enable one to explain or predict phenomena dealt with in those areas.[2]
2. Teach methods of inquiry or problem-solving thinking as those methods are employed within a given curricular area.[3]

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[2] John I. Goodlad, et al., The Changing School Curriculum (New York: The Fund for the Advancement of Education, 1966), p. 122

[3] Jerome S. Bruner, The Process of Education (Cambridge, Mass.: Harvard University Press, 1960), p. 97

3. Teach competencies in independent study so that students become capable of planning and conducting their own learning activities.[4]

4. Set standards of excellence for mastery, holding all students to whatever levels of accomplishment correspond to those standards, and to the student's learning characteristics.[5]

5. Individualized instruction through programs of studies tailored to a student's needs and capabilities, whether through independent study, a tutorial relationship with a teacher, working cooperatively with other students, or studying in groups of varying size with teachers conducting lectures or discussions.[6]

In addition, the proposed community services role for the fourth college would include, but not be limited to, the following:

1. Coordination of community service activities so that maximum effect and utilization occurs from all the communities' resources and agencies;

2. Cultural, recreational, and special public events to extend the District's resources into this dimension of the community;

3. Special noncredit educational programs, short courses, seminars, workhsops, and institutes for specialized training;

4. Community development activity including the research capability of the community college to assist citizens seeking solutions to community problems.

In short, the overall goal would be to provide the most comprehensive community services possible, and to teach students how to learn so that, more than merely fostering the desire for lifelong learning, the college might give them the tools by which to translate that desire into lifelong actuality.

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[4] Glen Heathers, The Strategy of Educational Reform (New York: New York University, School of Education, Nov., 1961), mimeo
[5] John W. Gardner, Excellence (New York: Harper & Row, 1961), p. 171
[6] Nelson B. Henry, ed., Individualizing Instruction. Sixty-first Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1972), p. 337

The nontraditional aspects of the District's proposed fourth college have been emphasized because they represent departures from what have long been established as "educational patterns" at the community college level. They do not, however, constitute the only approaches that would be implemented. The college would have an equal obligation to provide the comprehensive structure for (1) transfer and general education, (2) occupational/technical education, (3) counseling and guidance, (4) community services -- all in the traditional sense; for many students who may properly be categorized as "nontraditional" still covet the degree that signifies a formal college education.

The "college without walls," however, is not merely a low-standard version of the "college within walls," It offers a different kind of education for a different kind of student, and maintains high standards faithful to its own purposes. Though someone recently asserted that "nontraditional education is responsive to what most Americans apparently desire -- a job sufficient to provide income for food, clothing, shelter, health, welfare, and the good life," such a proposition is not central to the philosophy of a community renewal college. Important as this pragmatic aspect of learning is, the larger purpose of education is to lead people into knowing how to live zestfully, meaningfully -- how to think, feel, understand, and, most important, act with intelligence. Thus, the "community renewal college" offers a new model of education -- one that is true to the integrity of individuals as well as to the needs of society; one that is dedicated to human renewal, recognizing that only as individual obsolescence is prevented does the community tend to grow in stature.

The "college without walls," which operates within a multicollege system, provides for a balanced approach to meeting the needs of the community. All the colleges within the system will provide nontraditional learning opportunities. Students who attend college campuses need and demand the same alternatives for learning that a "college without walls" would provide in its outreach programs. Thus, matching teaching styles to learning styles is not a method which is the prerogative of only one college, but rather is the prerogative of the student regardless of the college he or she chooses to attend. Traditional methods and nontraditional methods have definitional meaning to the professional educator. To the students these terms mean nothing. What the student cares about is learning and the method employed which is most effective is the most important as far as he or she is concerned. Therefore, the campus-based colleges and the "college without walls" have the same basic goal -- helping students learn. The methods employed in meeting this mission can be and should be used by all.

RATIONALE

The foregoing pages have established the philosophic base on which such a college could rise. The need for an institution of this kind seems self-evident, if additional populations are to be served. As one of the nation's first community college without walls, totally community based and designed to meet the needs of "nontraditional" students, it would also be a center for experimentation: a new kind of community college, located in the heart of America, where educators could come to observe and contribute to its further development. Some proposals and recommendations for bringing the new college to fruition are offered in the pages that follow.

The Market Place

Approximately one million people live and work within the boundaries of the District's service area. Of these, only about one percent are currently being served by The Metropolitan Community Colleges. On face value, it would appear that this figure is below national norms for districts with population bases comparable to that found in the Kansas City metropolitan area. Community college districts in California serve approximately 25 percent of their service area populations. Although this percentage represents an overall state average, it is an indicator that a viable community college system, regardless of size, can respond to expressed needs of clientele.

Kansas City, Missouri is a community on the move, growing economically and socially, with many of the problems of the 50's and 60's solved and well behind it. It is a social milieu which looks to its institutions to recognize changing needs and respond to them. The experience of the Metropolitan Institute of

Community Services during its brief period of operation has amply demonstrated that fact. Moreover, it has emphasized the desire of sizable groups throughout the community for varying kinds of community services -- many of them educational in nature. And, a February 1975 Needs Assessment Study of the District confirms this observation. The study shows that:

1. Citizens among the general public are willing to participate in programs involving nontraditional methods of delivery -- particularly television.
2. There is a continuing need to develop and provide programs of career training in basic business skills (secretarial, sales, midmanagement, allied health). This phase of the study is incomplete, reporting only on those commercial enterprises interviewed. A sample review of employment opportunities in the Kansas City area from 1970 through 1974, however, certainly supports the study and reveals the continuing need for training in fields which are within the educational limits of community colleges.
3. There is evidence to support further development in the community services area.
4. The general public strongly implied that there is insufficient knowledge of the District's colleges, their programs, and capabilities.

From the last finding, the inference can be drawn that a large potential clientele exists in the service area which, for unknown reasons, does not avail itself of the community college materials and public information readily available. It must also inevitably be inferred that the District has not conducted a realistic public information service or that a low profile is policy.

The Needs Assessment Study further shows that students being served by Longview, Maple Woods, and Penn Valley community colleges were satisfied that they were receiving a useful and quality education. But it also reflects the twofold need to develop new delivery systems for persons who do not think of themselves as "students" but merely wish to acquire more knowledge, and to create community awareness of the availability of such systems as well as expanded access to them.

An Enrollment Planning Parameters study, conducted just prior to the Needs Assessment Study, indicated that by 1985 there probably will be approximately 28,000 regular students in day and evening classes distributed among the three established colleges, and more than twice that number -- about 60,000 -- seeking nontraditional learning experiences. If we assume that these projections, which are conservative, are reasonably accurate, it immediately becomes apparent that space limitations alone would preclude the possibility of accommodating a potential 88,000 persons on the District's three established campuses. A fourth college, therefore, one without walls that takes programs to the people where they are, would seem to be a reasonable solution to an otherwise serious dilemma.

The need for a fourth college to operate in the general community was recommended and documented as far back as 1973, when the second Arthur D. Little report suggested the following (see Appendix A, p. 37-38):

> A fourth community college, a college without walls, should be established to extend educational opportunities through a variety of means to citizens throughout the District . . . [Its] primary function would be to provide, through and in cooperation with the colleges wherever possible, or in other instructional centers, educational extension services.

And, in January 1974, Tadlock Associates, Inc., in a District reorganization study, supported the 1973 ADL position, recommending that as a forerunner of a fourth college (community college without walls) all existing community services activities be centralized under an Institute of Community Services with its head reporting to the Chancellor as do the college presidents. The report continued (see Appendix B, p. 39-42):

> We support the position taken by the Arthur D. Little Company . . . recognizing the ultimate need for an additional full-blown college effort in this area. The college without walls concept . . . makes good sense and is quite obviously the culmination of district effort in this community services area.

The same ADL study projected enrollments for 1980 which will be achieved or surpassed by each college this coming fall. This dramatic enrollment increase in the District's three existing colleges (13 percent from fall '73 to fall '74) came at the same time the Institute was serving some 8,000 "new students" in its first semester. This expanded enrollment indicates that there is an accelerating need for additional educational services which may soon be beyond the ability of the existing colleges to handle adequately. Thus, the existing colleges may in the future be held to a fixed FTE enrollment due to a limited amount of facilities. Therefore, a fourth instructional unit operating in leased facilities throughout the community would become appropriate for offering a diversity of educational services.

Research ancillary to the Enrollment Planning Parameters study indicated further that community education enrollments in the metropolitan area served by the District in 1973-1974 were considerably below those of other districts having similar service area populations. McComb County (Mich.) Community College, for example, with a service area population of 650,000, had an enrollment in community education of 44.6 per thousand. Currently, all of higher education in the KCRCHE college area are only serving an enrollment of 31 per thousand. This includes 12,000 students at UMKC. The Metropolitan Community Colleges, on the other hand, serving a similar district population, had an enrollment of only 2.58 per thousand. Obviously, the District contains numerous populations that it has not yet served and which, according to its statements of philosophy, mission, and goals, it is obligated to serve. To do so effectively requires that it provide a diversity of approaches and a flexibility of action and response.

Probably, the populations most urgently in need of service are these:

1. The community service population
   a. cultural, avocational
   b. recreational, informational
   c. coordinating services
2. The educationally disadvantaged
   a. culturally different
   b. motivationally different
   c. academically different
3. The special needs population
   a. those with access problems
   b. those with special training needs
   c. those with highly specialized problems
      (dropouts, handicapped, parolees, retired persons, public assisted persons, exceptional persons)

People in these categories have long been recognized as constituting sizable segments of the District's population; but how to serve them without necessarily requiring their presence on a formal campus has been a deterrent to providing them with adequate educational services. Additional brick-and-mortar colleges, even if the District could afford them*, would not solve their problem. Rather, their remedy lies in a fourth college of the type herein proposed, one that would provide access to further education through alternative delivery systems that supplement and complement those of the three existing colleges, and provide a renewed life for populations not traditionally served by postsecondary education.

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*Based on the experience of other states (e.g., Illinois, Texas, California, and Florida), the District's service area population could sustain effectively two or more additional brick-and-mortar colleges.

The primary need at the present time appears to be twofold: (1) to improve access to the District's postsecondary educational services and (2) to expand and coordinate community services throughout the District so that every citizen has an opportunity to enhance and enrich his/her life.

PROPOSED METHOD OF IMPLEMENTATION

If the groups identified on the preceding page are to be served adequately, the establishment of a community-based, performance-oriented college having their special needs in mind is strongly indicated. The question may be asked: Why a college? The District decided, at the time the existing colleges were established, to operate a multicollege system of independently accredited community colleges. Thus, a fourth unit of that system which would offer community services as well as instructional activities would, under current Board policy, need to be given college status. Unlike a multicampus system, operating under one administration and blanket accreditation, any additional unit to a multicollege system must be able to operate independently and qualify for state aid. In addition to maintaining organizational consistency, then, a fourth unit in this District, as a college, would be immediately eligible to request state reimbursement for credit courses. (Such reimbursement is not dependent upon accreditation by the North Central Association.) The income generated by credit courses would enable the proposed fourth college to operate as an equal partner with the three existing colleges, and to carry out its purposes without leaning for financial support on its counterparts. In addition, the District serves four counties in the metropolitan area and, as such, represents regional government and the problems associated with metropolitan growth and development. These problems are not often confined to single subdivisions. Community restoration, which is at the very heart of the community services concept, requires a comprehensive and flexible approach, which is not possible when the community services functions are assigned to separate, somewhat autonomous colleges serving generally prescribed areas. A single operating unit will be able to respond more effectively to the overall and interconnecting needs of the District as a whole.

Such a college, while emphasizing community services, could then be comprehensive in scope, definitive in design, and support a society in flux by providing a continuity of learning experiences available to all and systematically responsive to the individual. Its specific objectives would be:

1. To develop, expand, and coordinate community services activities throughout the District.
2. To recruit new clientele, directing its effort to those segments of the society not presently being served by the District colleges.
3. To coordinate its efforts with all other social and industrial agencies in the community to avoid unnecessary duplication and to avail itself of the use of present services.
4. To design performance-oriented criteria into its community-based operations.
5. To maintain a broadly based innovative delivery system -- radio, television with its unique applications, newspapers, etc. -- with strategic locations readily accessible to clientele.
6. To develop instructional objectives to improve performance skills, basic skills, and further the sense of responsibility for the future among its varied clientele.
7. To assume a posture of experimentation in its instructional design and delivery systems. (There must be constant evaluation and continual contacts with all segments of the community in order to facilitate coordination with existing programs.)
8. To establish a firm rapport and cooperative working relationships with the District's other colleges.
9. To represent at all times the best in postsecondary theories of educational responsiveness, based on sound principles of management and accountability.

10. To be accredited as an institution of postsecondary education qualifying therefor by providing -- in an external, community-based framework -- transfer and general education, occupational and technical education, counseling and guidance services, and community services.

It would be the intention of the proposed fourth college to adapt the objectives of the comprehensive community college to functionally organized delivery systems which provide improved access to postsecondary community education for those populations which have been described.

INITIAL CHARACTER OF THE FOURTH COLLEGE

The success of the Institute of Community Services has demonstrated not only a community need, but also an operational pattern for meeting that need; that is, a centrally operated, community-based program flexible enough to allow for administrative expansion or contraction to accommodate changing requirements at the midmanagement level. Therefore, it is recommended that, in order to make effective use of the current Institute's organizational structure, the major thrust of the fourth college during its first semester of operation be oriented toward community services. A continuation and expansion of the community services program would provide a solid base upon which nontraditional programs of study could systematically be developed.

HOW THE FOURTH COLLEGE RELATES TO THE PRESENT SYSTEM OF COMMUNITY COLLEGES

The role of the fourth college would be to provide a nontraditional, community-based delivery system to the District's communities that would supplement and complement the three colleges in at least five ways. It would:

1. Provide a testing ground for nontraditional activities which would benefit the entire District.
2. Provide expertise and assistance in educational programs underway and augment these programs (e.g., developmental study could be a combination of the fourth college's efforts and campus work in progress; specialists could be used as teams to perfect programs for the educationally disadvantaged).
3. Offer qualified personnel from existing colleges an opportunity to be part-time instructors in community-based, nontraditional learning activities (e.g., the fourth college could offer additional study and training ground for those seeking alternatives to traditional methods).
4. Serve as a catalyst for Districtwide renewal by providing opportunities for "staff development" and program exploration and experimentation that would benefit all colleges and personnel. For example, teachers interested in professional development could be assigned on a temporary basis to perfect nontraditional skills in curriculum development and teaching.
5. Take a leadership role in developing a multivideo delivery system for instruction. Much of the product of these efforts could be used by all the campuses.

One of the premises on which the proposed fourth college was based was that its activities would both supplement and complement those of Longview, Maple Woods, and Penn Valley Community Colleges. To detail more specifically the relationships among the colleges, therefore, the following is proposed:

1. All courses, both credit and noncredit, offered at locations off the campuses would be managed by the fourth college.

When, according to the WICHE formula adjusted to include credit and noncredit on the utilization of space, one of the existing colleges has reached its capacity, it will be permitted to establish adjunct centers off campus and treat these centers as if they were part of the college campus.

2. Districtwide community services programs offered off the campuses would be managed by the fourth college. Similar programs offered on the campuses would be conducted by the colleges.

3. An existing college could share with the fourth college in offering on- or off-campus educational and community services when appropriate.

ENROLLMENT PROJECTIONS

In determining full-time equivalencies and individuals served, the data from the previous ADL studies were used and the current Needs Assessment Study and Enrollment Planning Parameters components of the 1985 Master Plan. Since the thrust of the fourth college would be on developing learning delivery systems and expanding access to community education and community services for a new clientele as yet unserved by the District, definitive projections beyond a three-year period are difficult to assess. Therefore, the enrollments projected on the following page are conservative estimates based on a gradual expansion of the fourth college from its present form as an institute of community services. Further, it is anticipated that during the first several years of the fourth college's development, the majority of students would be part time.

ENROLLMENT PROJECTIONS

	1975		1976		1977		1980		1985	
	FTE	Individuals Served	FTE	Individuals Served	FTE	Individuals Served	FTE	Individuals Served	FTE	Individuals Served
Regular Credit	250	**	500		1000		2500		6000	
Special Credit*	200	**	300		400		1000		2000	
Community Education*		12000		16000		20000		50000		100000
Community Services	—	3000	—	6000	—	10000	—	15000	—	20000
TOTALS	450	15000	800	22000	1400	30000	3500	65000	8000	120000

DEFINITIONS:

(a) Regular Credit: These are courses which are transcripted and the credit would be used for associate degree or transfer purposes.

(b) Community Education:

(1) Special community courses; courses not normally carrying credit.
(2) Special Credit: those continuing education courses for which credit is given.

(c) Community Services: Activities and/or courses not carrying credit.

*The relationship between special credit and community education, and community services activities will be dependent upon how rapidly credit courses are developed in these areas. See "NOTE" in section on budget parameters.

**The estimated headcount of these FTE is unknown until further experience is generated by the proposed fourth college.

STAFFING PARAMETERS

It is anticipated that the fourth college will use a highly functional and nontraditional staffing pattern, particularly in its administrative structure. The staffing patterns below are based on minimum needs for any instructional operating unit adjusted by the enrollment projections previously discussed.

Staffing Parameters
(See "NOTE")

	1975-76	1976-77	1977-78	1980	1985
Faculty* (Credit Courses)	8.3	16.8	33.7	84.2	202.1
Staff**	7.0	15.0	18.0	28.0	67.0
Administrators	6.0	10.0	11.0	12.0	12.0

*The basic teaching staff of the fourth college would be a highly qualified corps of part-time instructors. These part-time teachers would be supported by full-time core curriculum teaching specialists.

**The staff positions include paraprofessionals as part of the learning team after 1975-76.

NOTE: These staffing parameters do not include special services faculty and staff who are employed through special services projects. Since the number of such employees is dependent upon external funds and the size and scope of individual projects, estimating for future years is impractical.

Careful attention should be given to the standards of faculty selection and curriculum development. It may be appropriate to use present faculties of the District to help establish standards and to assist in faculty selection, particularly of full-time faculty. Further, it is recommended that the fourth college create steering committees composed of full-time faculty members and administrators from the other District colleges for the purpose of defining competencies and designing evaluation systems that will ensure quality control of the educational programs and courses offered for credit.

FISCAL PARAMETERS

The following estimated income and expenditure budgets are based on the enrollments previously discussed.

Source of Funds

Basic Services, Federal Matching, Regular Credit: These expenditures would be funded by the District Allocation Formula. This formula makes allocations to the colleges based on regular credit hour FTE.

Special Credit: These expenditures would be financed through the District Allocation Formula which provides for additional funds based on additional credit hours. The expenditure and the allocation are directly proportional to credit hours produced.

Community Education and Community Services: These would be self-liquidating expenditures; that is, in total (and in keeping with Board policy), expenditures would not exceed income.

External Funds: These grants would be partially or wholly funded. The matching funds, if any, would be provided from excess revenues generated through credit courses.

BUDGET PARAMETERS

	1975-1976	1976-1977	1977-1978	1980	1985
Regular Credit*	$ 56,025	$ 113,400	$ 227,475	$ 631,500	$1,717,850
Basic Services	200,515	279,600	348,525	473,500	563,150
Federal Matching	90,000	90,000	75,000	50,000	50,000
Special Credit**	97,012	145,688	194,024	366,375	732,750
Community Education***	160,000	212,800	266,600	750,000	1,500,000
Community Services****	4,500	9,000	15,000	30,000	40,000
TOTAL	$ 608,052	$ 850,488	$1,126,624	$2,301,375	$4,603,750
External Funds	$1,750,000	$1,750,000	$1,500,000	$1,000,000	$ 750,000

*Income for these credit courses exceeds expenditures for each year. For example, in 1975-1976, 6,000 credit hours (250 FTE) produces $186,000 in income.

**Expenses reflect required salaries plus one-half of excess revenue beyond that required for salaries as per District Allocation Formula.

***Based on an average income/expenditure of $13.33 per individual served in 1975-1978; increased to $15.00 per individual served in 1980 and 1985. (See "NOTE")

****Based on an average income/expenditure of $1.50 per individual served.

NOTE: In order to lower the anticipated cost of community education and community services to the user and to provide the fourth college with income for overhead and administrative purposes, additional courses and activities could be shifted to the special credit category, thus making the course eligible for state support. Therefore, the relationship between special credit and community education, and community services would be a fluid one as more courses become credit based.

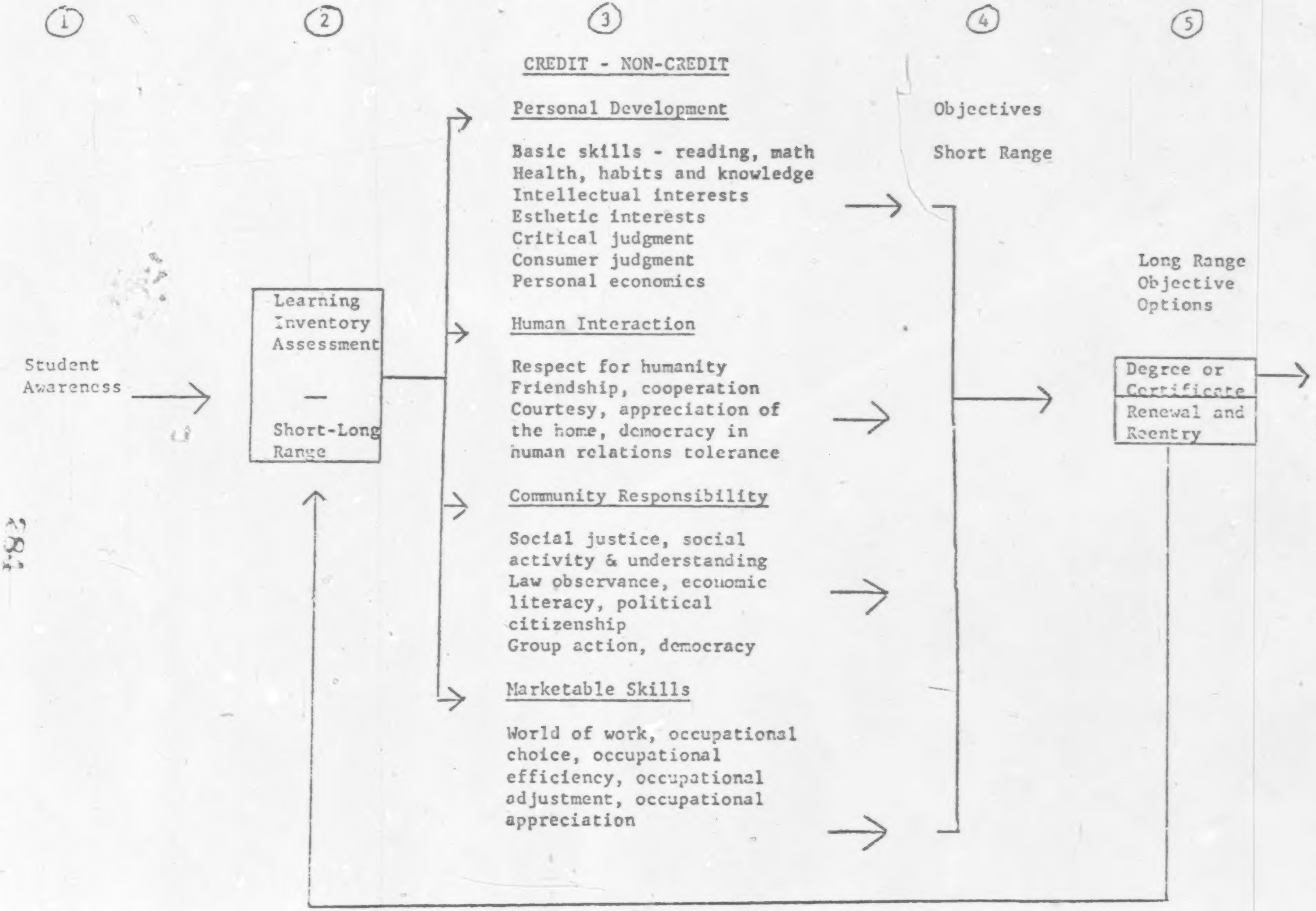
STRUCTURE

Public education in America's democratic society has long acknowledged that, essentially, there are four basic elements with which it must concern itself in educating its citizenry: (1) personal development, (2) human interaction, (3) civic or community responsibility, and (4) marketable skills. First spelled out by a national task force in 1938, these four elements have subsequently been reaffirmed in numerous studies and reports. Accepting them as essential to a constructive citizenship and a well-adjusted productive life, it is proposed to build around them a functional, community-based college.

Perhaps the most significant requirement of the community-based college is its recruitment process. Such a process must be thorough and imaginative, an on-site venture dealing closely with existing agencies and relying heavily upon principles of preparation and orientation. Students must understand completely both expectations and commitment to a plan which is based on degrees of long- and short-range goals. Step 1 on Chart I (Page 32) delineates this process. Once identified, students may undergo a learning inventory and assessment, using a team of specialists in learning diagnosis and prescription. Working with counselors (Step 2), students, moving on a line consistent with their personal needs and long- and short-range objectives, may engage in a series of performance-oriented credit and/or noncredit activities (Step 3). As they progress, some short-range goals (e.g., employment) may be realized (Step 4), and they can then move to Step 5 in stages. Some students seeking degrees, certificates, or diplomas will complete the activities in their entirety and re-enter the renewal opportunities of lifelong learning if they so choose. Other students may bypass

Chart I

Functional Program Proposal


①
②
③
④
⑤
Student Awareness
Learning Inventory Assessment
—
Short-Long Range
Objectives
Short Range
Long Range Objective Options
Degree or Certificate
Renewal and Reentry

CREDIT - NON-CREDIT

Personal Development

- Basic skills - reading, math
- Health, habits and knowledge
- Intellectual interests
- Esthetic interests
- Critical judgment
- Consumer judgment
- Personal economics

Human Interaction

- Respect for humanity
- Friendship, cooperation
- Courtesy, appreciation of the home, democracy in human relations tolerance

Community Responsibility

- Social justice, social activity & understanding
- Law observance, economic literacy, political citizenship
- Group action, democracy

Marketable Skills

- World of work, occupational choice, occupational efficiency, occupational adjustment, occupational appreciation the inventory process and meet essential objectives as part-time enrollees. In either event, the matrix of both credit and noncredit opportunity will be available.

This functional model deals with the problems of target populations and also provides for meeting a traditional training objective largely through a nontraditional delivery system. Other agencies, including the established community colleges, can be incorporated into the delivery system.

PHASE I ORGANIZATION

Of immediate concern is the specific planning necessary to a fourth college. Essential and critical questions must be answered before the college can move into the marketplace as a valid institution of postsecondary education. These questions are a part of any educational plan; but this college, in order to parallel the established excellence of The Metropolitan Community Colleges, must be prepared to offer a legitimate educative experience when it opens its multidoors.

To this end, it is recommended that four critical staff officers be appointed as soon as possible.

1. President
2. Administrative Services Officer (budget, facilities, personnel)
3. Community Services Officer
4. System Support Services Officer (development, records, recruitment, evaluation, coordination)

This cadre will deal with the following partial list of questions:

1. What criteria will be established for matriculation?
2. What will be the ratio of "regular faculty" to part-time faculty?
3. How will part-time faculty be selected and evaluated?
4. How will overall instructional accountability be guaranteed?
5. Will adequate media services be provided? How? Where?
6. How will library requirements be met?

7. Will curriculum patterns at each learning site be similar, diverse, or fragmented?

8. Will classes at the learning sites be offered day and evening, or evening only?

9. How will the recruitment program be aimed at new target populations?

10. How will the recruitment program be integrated with that of the other District colleges?

11. To what extent will mass learning systems be employed in offering courses for credit (e.g., courses that are television or radio based, newspaper based, industry based, modified correspondence)?

12. Will admissions, recordkeeping, and registration processes be centralized or decentralized; standardized or simplified?

13. Will a broad range of student personnel services responsive to student needs be provided?

14. How will the student development program be administered?

15. Assuming that a majority of the colleges' matriculants may be more interested in finding gainful employment than in transfering to senior institutions at the end of their programs, will entrance and exit requirements be less exacting than those now in force at the other District colleges? If so, why?

16. To what extent will the college accept responsibility for placement of its career graduates?

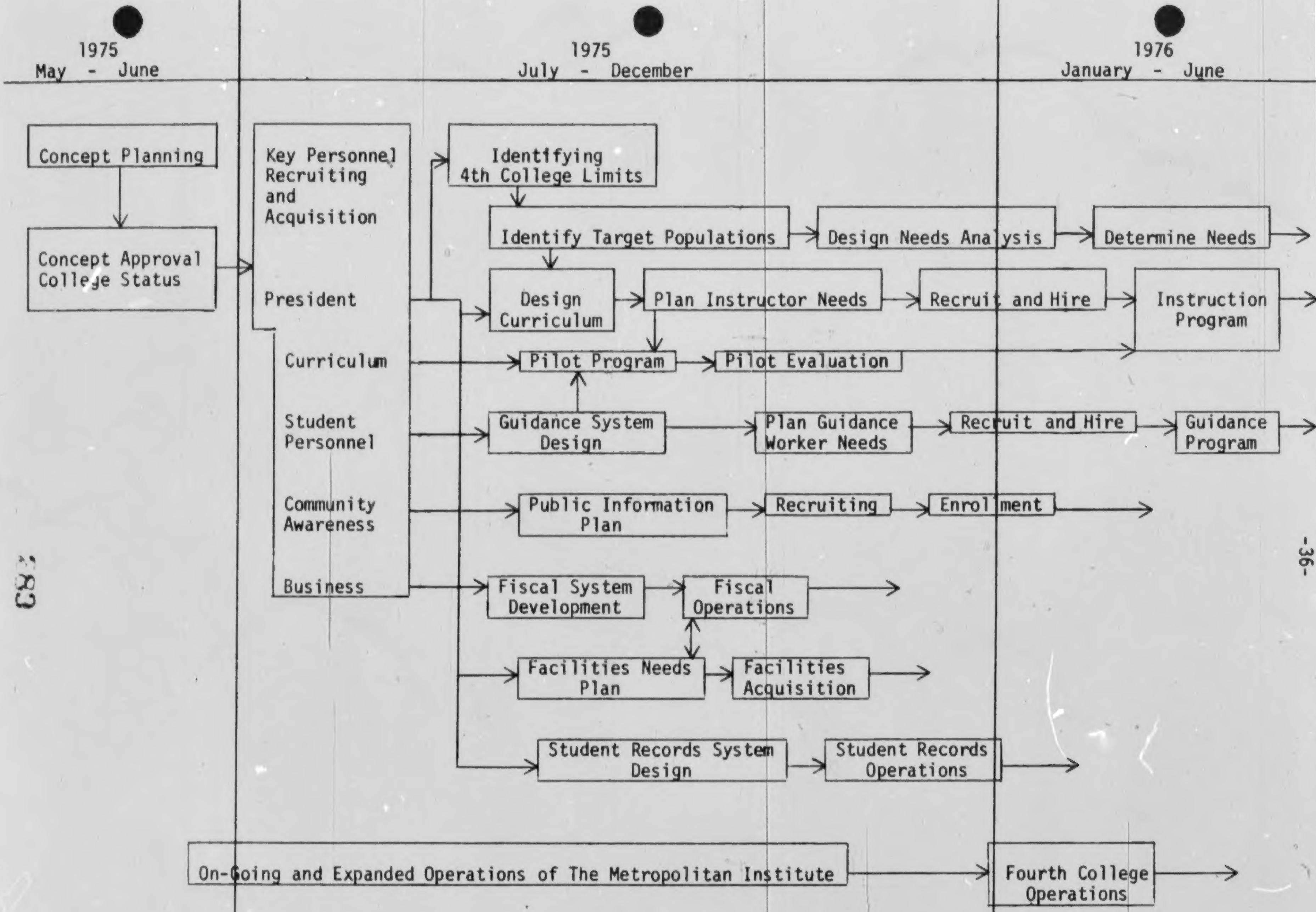
Although consideration is being given to these and other pertinent questions, it is desirable and necessary that definitive answers be found by the officers under whose direction the fourth college would go forward.

It is therefore respectfully suggested that the Board of Trustees recognize, as soon as possible, its Metropolitan Institute of Community Services as the District's fourth college, _de facto_ and _de jure_, and that it consider the following recommendations and timeline of operation and activities for the fiscal year 1975-1976.

It is recommended that:

1. The Institute be given college status and a president appointed, effective fiscal year 1975-1976.
2. The college assume the role of an expanded Institute of Community Services during the first semester of its operation to allow for normal, systematic development.
3. Careful evaluation be made of the first semester's activities in order to determine impact on existing colleges, effects of preliminary nontraditional courses, and enrollments as related to offerings.
4. Based on the results of the evaluation, the second half of the academic year be devoted to intensive course and delivery systems development, as well as continuation of the expansion of the role of the Metropolitan Institute of Community Services (see timeframe calendar).

These recommendations will allow for a time of testing to assure that the proposed fourth college can operate as a community-based college, reaching new clientele without encroaching upon the mission or enrollment of the three existing colleges of the District.


1975
May - June
1975
July - December
1976
January - June
Concept Planning
Concept Approval College Status
Key Personnel Recruiting and Acquisition
President
Curriculum
Student Personnel
Community Awareness
Business
Identifying 4th College Limits
Identify Target Populations
Design Needs Analysis
Determine Needs
Design Curriculum
Plan Instructor Needs
Recruit and Hire
Instruction Program
Pilot Program
Pilot Evaluation
Guidance System Design
Plan Guidance Worker Needs
Recruit and Hire
Guidance Program
Public Information Plan
Recruiting
Enrollment
Fiscal System Development
Fiscal Operations
Facilities Needs Plan
Facilities Acquisition
Student Records System Design
Student Records Operations
On-Going and Expanded Operations of The Metropolitan Institute
Fourth College Operations

APPENDIX A

PROGRESS AND PROSPECT:
A STUDY OF THE KANSAS CITY METROPOLITAN JUNIOR COLLEGE DISTRICT

Report to

the

Board of Trustees

Kansas City Metropolitan Junior College District

Kansas City, Missouri

75141

June, 1973

by

Arthur D. Little, Inc.

(Page 46 excerpted from total report)

ment process, so that MJCD colleges cease to be primarily collegiate transfer institutions and begin to become community colleges with occupational education at the associate degree and certificate levels becoming a major function.

4. Community Educational Services

   a. Responsibility for developing a comprehensive program of community educational services should reside both at the college and district levels.

      (1) A fourth community college, a college without walls, should be established to extend educational opportunities through a variety of means to citizens throughout the district. This college would be the responsibility of a district coordinator of community services. The primary function would be to provide through and in cooperation with the colleges where ever possible, or in other instructional centers, educational extension services.

      (2) Each college, through the office of an administrator designated for the purpose, would be responsible for developing a comprehensive program of community educational services reflecting the needs and conditions of its primary service area. All extension activities (only one type of community educational service) would be coordinated through the office of District Coordinator of Community services.

      (3) A series of ad hoc citizens' committees or councils should be organized and utilized extensively in developing these programs.

5. Evaluation

   a. Continuing educational planning research and evaluative studies should be made by the district office with the cooperation and participation of appropriate persons at each college.

   b. Several of the questions emanating from the findings of this study to which answers should be obtained are:

      (1) What happens to the students who leave MJCD Colleges and transfer to a four-year college or university?

      (2) What is the relationship of attrition between the freshman and sophomore years and the program in which students are enrolled?

APPENDIX B

TAI

ADMINISTRATION REORGANIZATION STUDY
METROPOLITAN JUNIOR COLLEGE DISTRICT

Prepared for:

Office of the Chancellor
Metropolitan Junior College District
Kansas City, Missouri

Prepared by:

Tadlock Associates Inc. (TAI)
Los Altos, California

January 10, 1974

TADLOCK ASSOCIATES INC.

86 Third Street • Post Office Box AB • Los Altos, California 94022 • Telephone (415) 941 2555

Addendum: Because of the interrelated nature of the organizational changes suggested and the possibility that confusion might arise over interpretations, TAI has attached the following discussion of implications.

Community Services

A serious weakness in the present educational services performed by the district for the citizens of the area is the very limited community services program available.

As a mechanism for coordinating the efforts of three colleges designated as autonomous but dependent units of the same district, MJCD represents the best example of regional planning and coordination in the metropolitan area of Kansas City. However, because of the independent nature of the colleges and the assignment of community service responsibilities to each as an individual institutional responsibility, it is quite apparent that the services provided overall to the district disregard a number of community needs and may in fact overlook whole facets of area-wide concern. Therefore, it is recommended that as the first step in strengthening the community services program of MJCD, the program be considered a key district responsibility rather than the responsibility of three separate agencies within the district; and that to strengthen the development and operation of a truly districtwide community services program, the following Phase I organization be instituted immediately:

1. That an Institute for Community Services be established.
2. That a district officer be designated to serve as districtwide director of community services to report directly to the chancellor.
3. That this director be responsible for program development under the policy direction of the community services council, to be comprised of the chancellor as chairman of the board and the three college presidents as equal members of the board.

4. That all existing community services programs, including those presently operated by the separate colleges and those few programs operated out of the district office, be consolidated into a single program. After a district-wide policy has been established and the operational program, where improvements are required, is strengthened, certain programs may be more appropriately relegated to the colleges for operation and direct responsibility due to their compatibility with that college's service area.

5. That the Institute for Community Services will have responsibility for development, operation, and monitoring of the total community service program, with four distinct operational patterns--

   a. A number of the programs will be developed and operated directly by the district institute.

   b. A number of the programs will be developed by the institute but placed for operation and further development responsibility within the several colleges.

   c. Certain short-term programs requested by district organizations or recognized as special needs by the institute will be negotiated for operation and management on a short-term basis with one of the several colleges.

   d. The district institute will serve as a catalytic agent to assist existing district organizations in the promotion and operation of their own programs, with the institute providing primary guidance and support, and perhaps information services.

Decisions must be made regarding the placement of extension programs; that is, for-credit programs offered by the various colleges off site. It is the recommendation that these credit programs be coordinated by the

Institute for Community Services during Phase I of the development of the community services program. The ultimate relationship of these courses to the community services program must be developed as part of the long range educational master plan yet to be undertaken by the district and three colleges.

TAI makes the strong recommendation that the district recognize its responsibility in this general area. We support the position taken by the Arthur D. Little Company in their study done for the district, recognizing the ultimate need for an additional full-blown college effort in this area. The college-without-walls concept noted in the A. D. Little report makes great good sense and is quite obviously the culmination of district effort in this community services area. However, in the light of the need for an early bond issue for further capital development in the district, TAI recommends that the district content itself with an interim step--that is, the development of an Institute for Community Services rather than a fourth college, and that this final step in the community services development of a full responsibility extramural college be delayed until after the successful culmination of the bond effort.

The Apparent Overlapping Authorities of the District and the Colleges in Present Operation

One reason for a great deal of the friction which has existed between the colleges and the district is the apparent overlap of functions. District personnel in many instances have assumed the assignment of monitoring operations and functions performed at the colleges for which the college presidents themselves are directly responsible. For example, the college president is responsible for sound budgetary operation within the framework of his own budget. However, he may find that budget expenditures that he has approved are questioned by district personnel who are apparently examining these expenditures to exactly the same ends that he is. He would note, however, that he feels eminently more qualified to make the judgments concerning the propriety of such expenditures than someone in the fiscal office who is neither responsible for the

(Page A-1, A-2, and A-3 excerpted from total report and addendum)

SECTION VIII

FACILITIES STUDY

FACILITIES STUDY

CONTENTS

Page

ABSTRACT 1

FACILITIES STUDY 1975-1985 2

ABSTRACT

The facilities component of the 1985 Master Plan recommends the following:

(a) The three existing colleges should be built to the 1981-82 spring enrollment estimates of

Longview	5,000 F.T.E.
Maple Woods	3,000 F.T.E.
Penn Valley	6,400 F.T.E.

(b) The colleges should achieve by 1981-82 an average curriculum course balance which approximates:

career occupational	42%,
general education	58%;

and by 1985:

career occupational	48%,
general education	52%.

(c) The District should use WICHE standards for campus utilization and student station square footage computations and construct at:

Longview	342,680 G.S.F.
Maple Woods	212,830 G.S.F.
Penn Valley	164,050 G.S.F.

for a total cost of $55,605,120.

(d) The District should modify existing energy systems to effect operational savings at a cost of $500,000.

(e) The District should set aside $3,340,430 for building modifications, minor equipment purchases, and equipment replacement for the ten-year period 1975-1985.

The architectural consultants also recommended that expansion of the proposed fourth college be examined as to the possible long-term solution to enrollments which may occur beyond 1981-82.

funding phases, 1976 and 1982 costs would increase to $129,011,920.

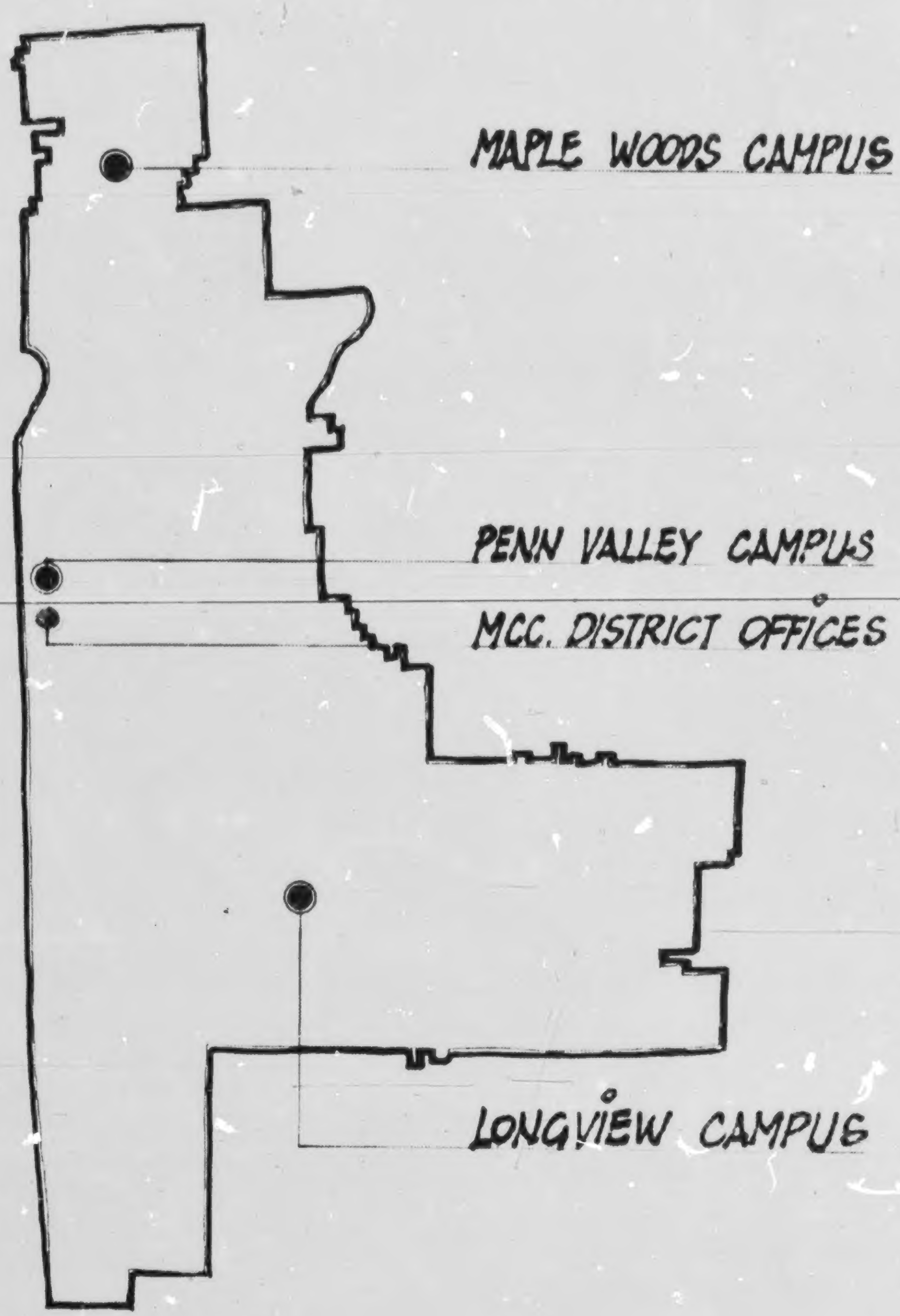
Cost estimates for construction based on the 1985 and 1981 enrollment projections are shown in Tables D and E. The recommendation is to build for the 1981-82 enrollment at a cost of $55,605,120 for a one-phase construction project. This construction schedule would save over $6,000,000 in inflationary costs as opposed to building the same number of square feet in two phases.

In addition to new construction, some capital would be needed to update and maintain current buildings and equipment. With these costs added, it is the architects recommendation to add $3,340,430 to the cost of new construction. In addition, $500,000 should be spent on energy systems to effect long-term savings in operational costs. These projects bring the overall building program total to $59,445,550. (Table F).

The breakdown of the recommended construction program into college components showing estimated gross square footage needs and costs and construction timetables are shown in Tables G, H. and I.

Based on the assumption of one-phase building programs on all colleges and the use of an accelerated planning and building schedule, it is estimated that Longview could be completed in 30 months from the beginning of planning (Table J), Maple Woods in 23 months (Table K), and Penn Valley in 21 months (Table L).

Future college campus expansion beyond 1981-82 will be studied for alternatives as more information becomes available on the impact of the fourth college, different types of space that may be required and enrollment trends.


MAPLE WOODS CAMPUS
PENN VALLEY CAMPUS
MCC. DISTRICT OFFICES
LONGVIEW CAMPUS

MCC. KANSAS CITY, MISSOURI

DMJM
DANIEL MANN JOHNSON & MENDENHALL
3250 WILSHIRE BLVD · LOS ANGELES CALIF 90010 · AREA CODE 213 381 3663
PLANNING • ARCHITECTURE • ENGINEERING • SYSTEMS • ECONOMICS

TABLE A

SPRING SEM. STUDENT F.T.E.		1974-75	1981-82	1984-85
CAMPUS	LONGVIEW	2,948	5,000	6,500
	MAPLE WOODS	1,715	3,000	5,560
	PENN VALLEY	4,823	6,400	8,075
DISTRICT TOTALS		9,486	14,400	20,095

MCC. KANSAS CITY MISSOURI

ENROLLMENT

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PLANNING • ARCHITECTURE • ENGINEERING • SYSTEMS • ECONOMICS

TABLE B

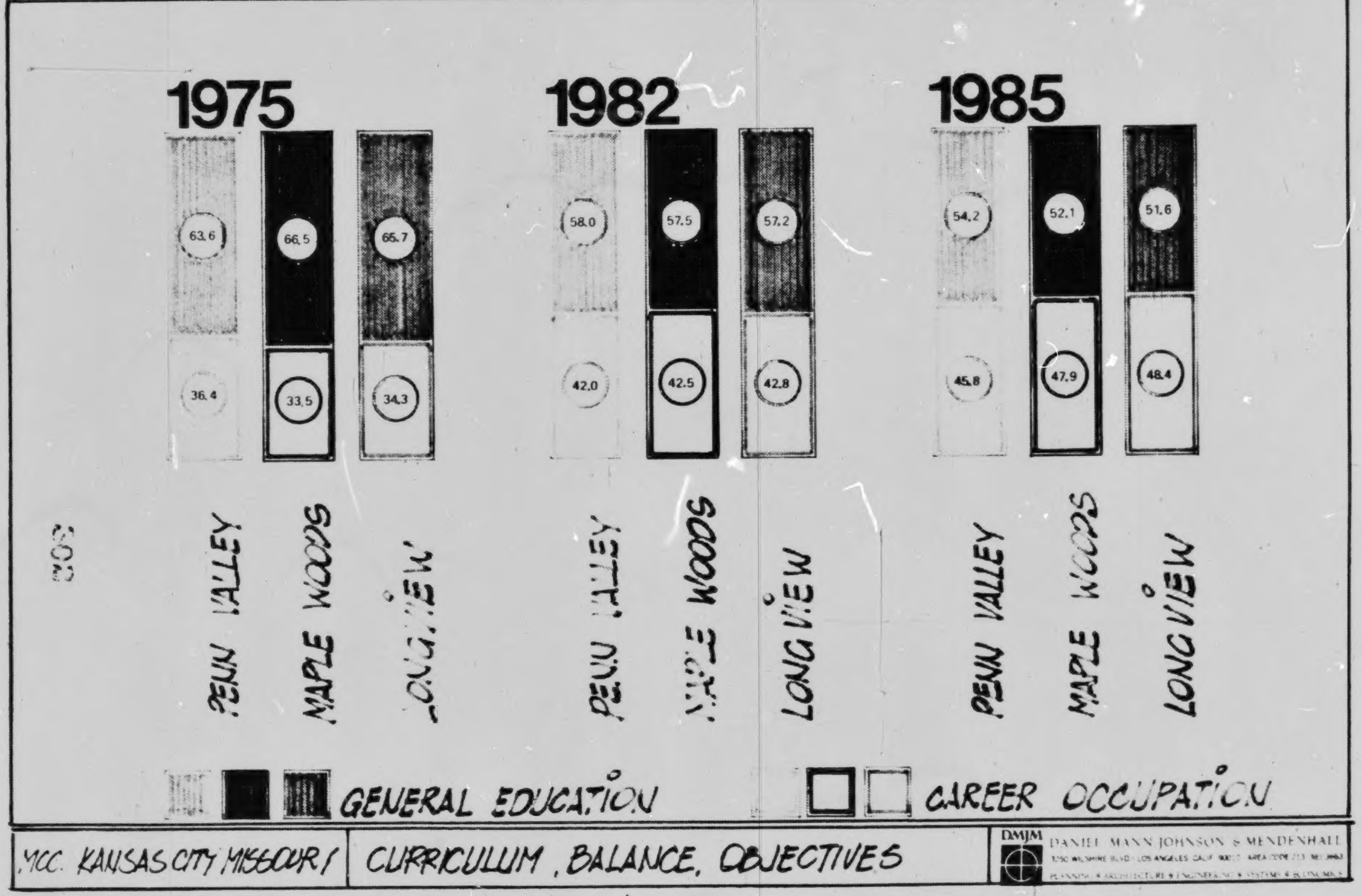

1975
1982
1985
63.6
36.4
66.5
33.5
65.7
34.3
58.0
42.0
57.5
42.5
57.2
42.8
54.2
45.8
52.1
47.9
51.6
48.4
PENN VALLEY
MAPLE WOODS
LONG VIEW
PENN VALLEY
MAPLE WOODS
LONG VIEW
PENN VALLEY
MAPLE WOODS
LONG VIEW
GENERAL EDUCATION
CAREER OCCUPATION
MCC. KANSAS CITY MISSOURI
CURRICULUM, BALANCE, OBJECTIVES
DMJM
DANIEL MANN JOHNSON & MENDENHALL

TABLE C

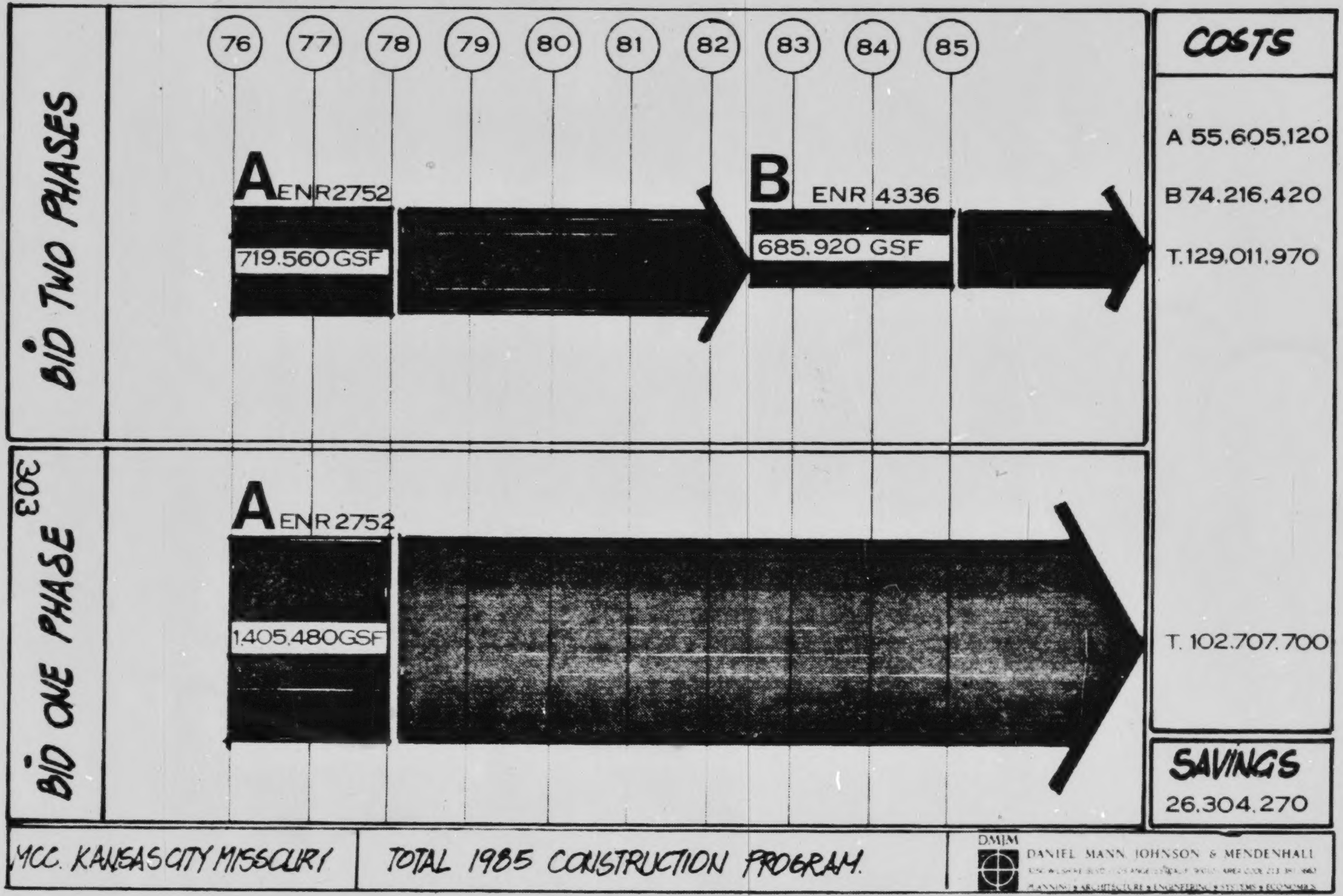
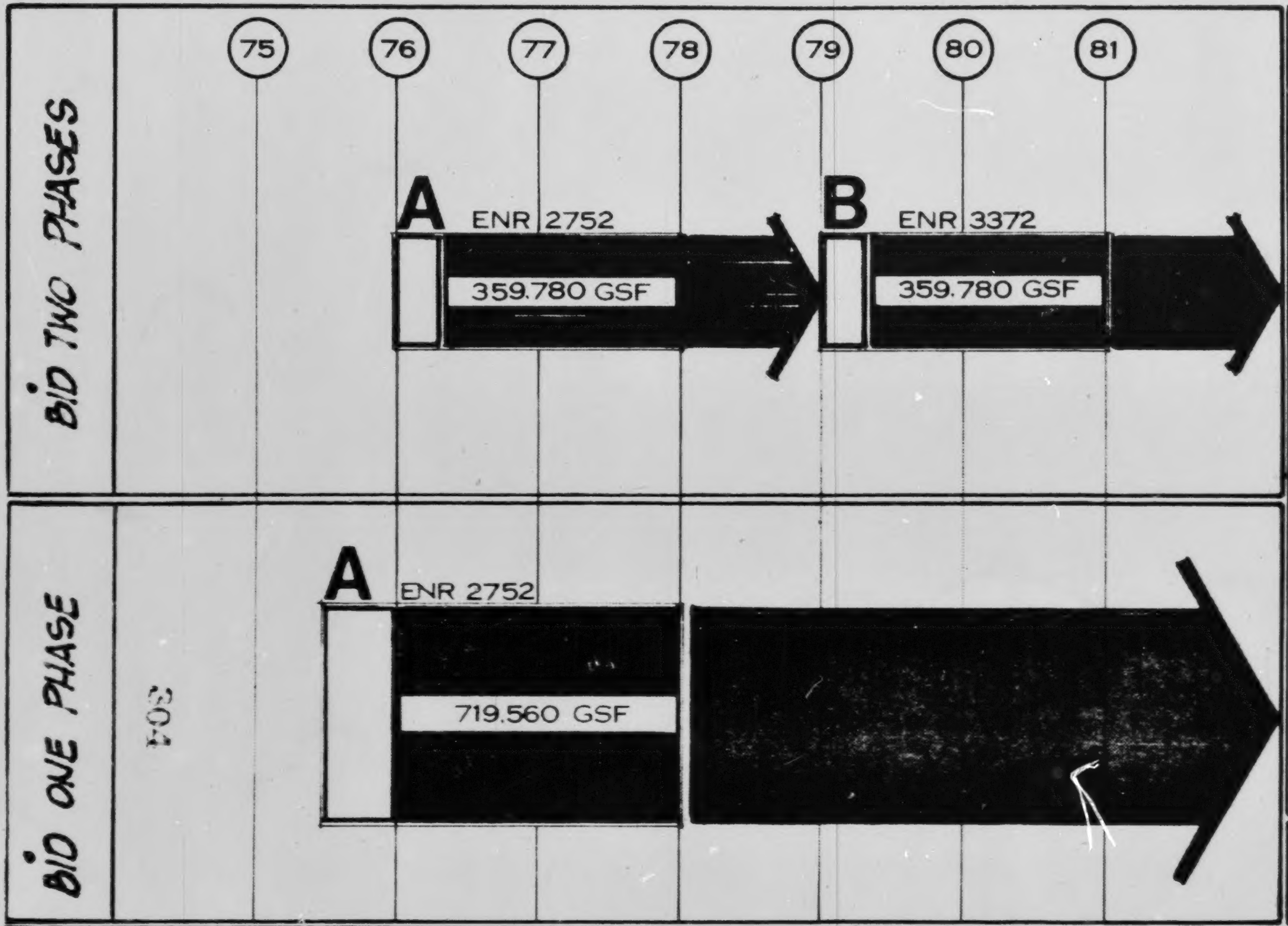

BID TWO PHASES
76
77
78
79
80
81
82
83
84
85
A ENR2752
719.560 GSF
B ENR 4336
685.920 GSF
BID ONE PHASE
A ENR 2752
1.405.480 GSF
COSTS
A 55.605.120
B 74.216.420
T. 129.011.970
T. 102.707.700
SAVINGS
26.304.270
MCC. KANSAS CITY MISSOURI
TOTAL 1985 CONSTRUCTION PROGRAM.
DMJM
DANIEL MANN JOHNSON & MENDENHALL
PLANNING • ARCHITECTURE • ENGINEERING • SYSTEMS • ECONOMICS

TABLE D



COSTS

A 27.802.560
B 34.088.230
T. 61.890.790

T. 55.605.120

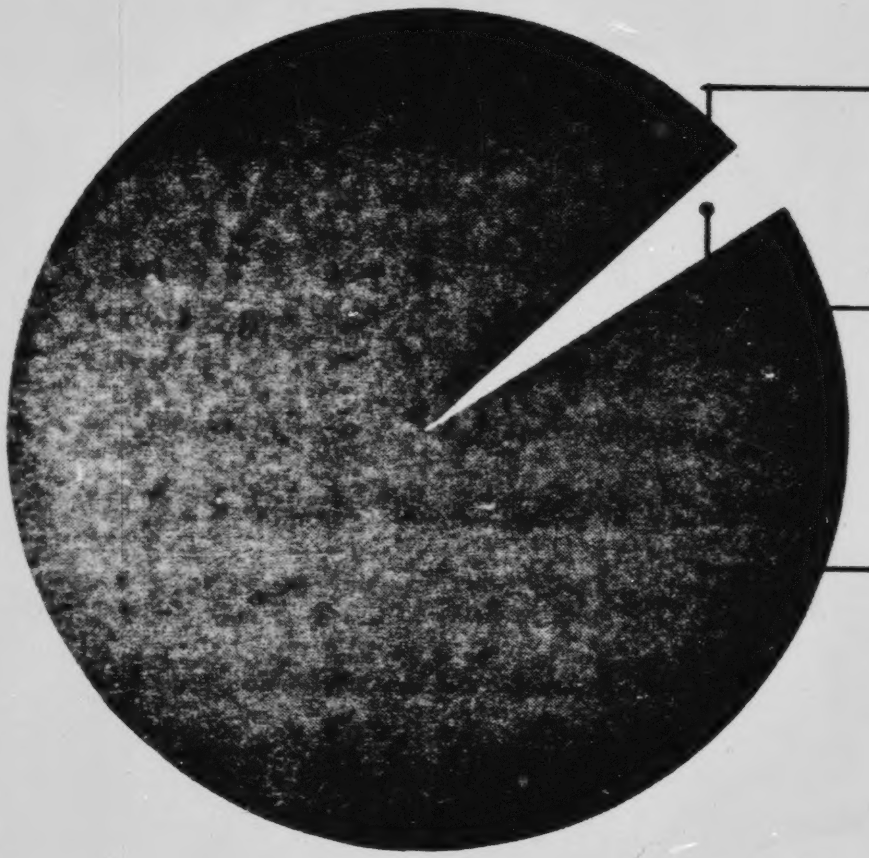
SAVINGS
6.285.670

MCC. KANSAS CITY, MISSOURI

TOTAL 1981-2 CONSTRUCTION PROGRAM

DMJM
DANIEL MANN JOHNSON & MENDENHALL
[illegible] WILSHIRE BLVD. LOS ANGELES, CALIF. [illegible] AREA CODE 213 [illegible]
PLANNING • ARCHITECTURE • ENGINEERING • SYSTEMS • ECONOMICS

TABLE E



$ 500,000	MECHANICAL ELECTRICAL SYSTEMS REVISION
$ 3,340,430	BLDG. MODIFICATIONS MINOR CAPITAL OUTLAY 1975 - 1985
$55,605,120	PROJECT COSTS ALL CAMPUSES
$59,445,550	TOTAL CAPITAL OUTLAY REQUIRED

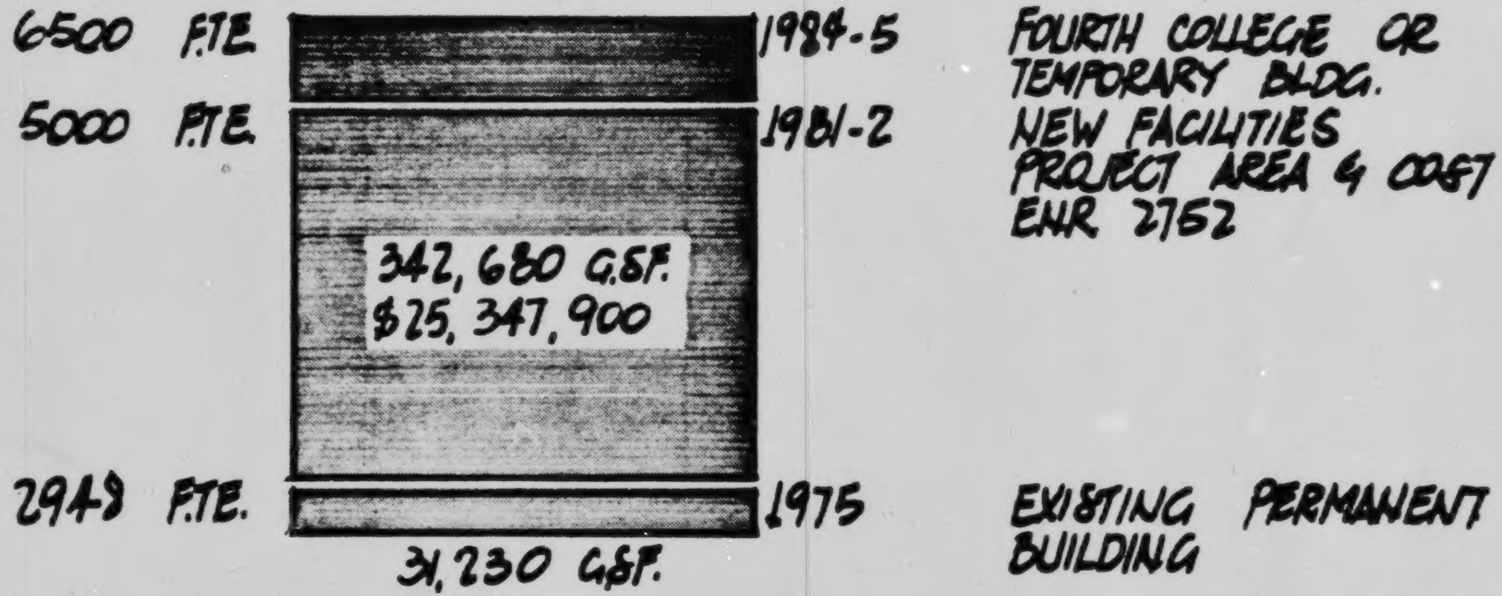
BUDGET NEEDED TO COMPLETE PERMANENT FACILITIES

MCC. KANSAS CITY, MISSOURI

DMJM
DANIEL MANN JOHNSON & MENDENHALL
3250 WILSHIRE BLVD · LOS ANGELES, CALIF 90010 · AREA CODE 213 381 3663
PLANNING & ARCHITECTURE & ENGINEERING & SYSTEMS & ECONOMICS

TABLE F

LONGVIEW

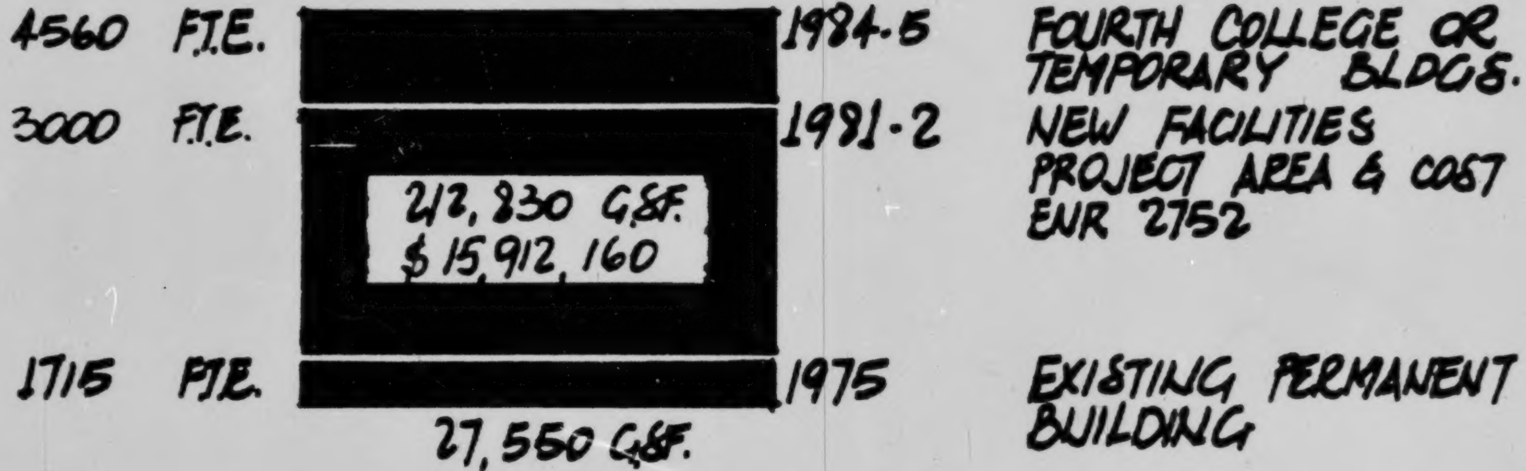


MCC. KANSAS CITY MISSOURI

DMJM
DANIEL MANN JOHNSON & MENDENHALL
3250 WILSHIRE BLVD · LOS ANGELES, CALIF 90010 · AREA CODE 213 381

TABLE G

MAPLE WOODS

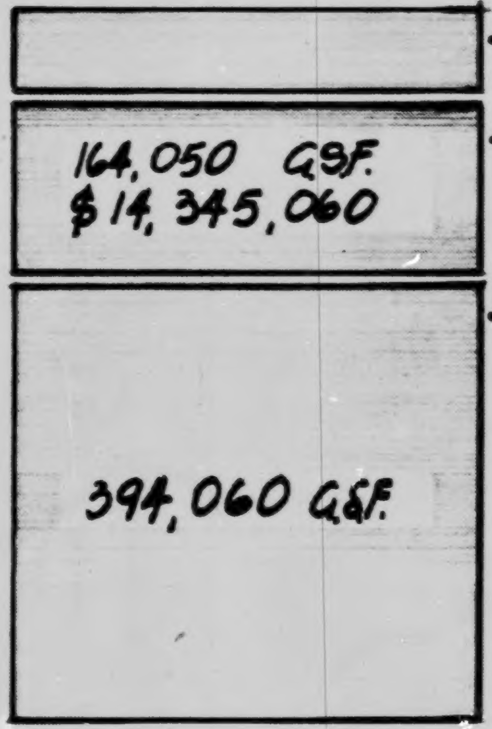

4560 F.T.E.
1984-5
FOURTH COLLEGE OR TEMPORARY BLDGS.
3000 F.T.E.
1981-2
NEW FACILITIES PROJECT AREA & COST ENR 2752
212,830 G.S.F.
$ 15,912, 160
1715 F.T.E.
1975
EXISTING PERMANENT BUILDING
27,550 G.S.F.

MCC KANSAS CITY MISSOURI

DMJM
DANIEL MANN JOHNSON & MENDENHALL

TABLE H

PENN VALLEY



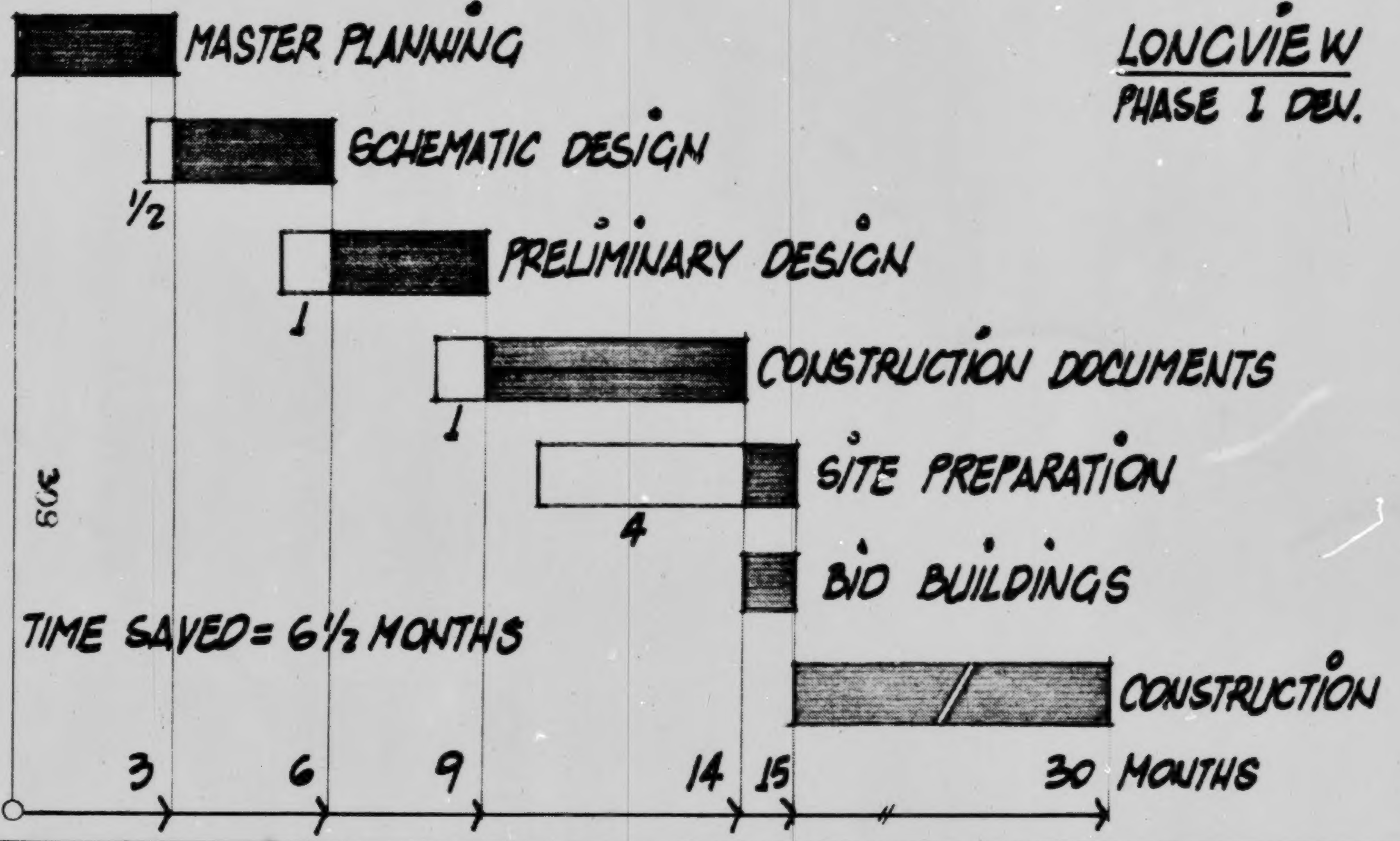
8075 F.T.E.	1984-5	FOURTH COLLEGE OR TEMPORARY BLDG
6400 F.T.E.	1981-2	NEW FACILITIES PROJECT AREA & COST ENR 2752
4823 F.T.E.	1975	EXISTING PERMANENT BUILDING

MCC. KANSAS CITY MISSOURI

DMJM
DANIEL MANN JOHNSON & MENDENHALL
3250 WILSHIRE BLVD · LOS ANGELES CALIF 90010 · AREA CODE 213 381 3663
PLANNING & ARCHITECTURE & ENGINEERING & SYSTEMS & ECONOMICS

TABLE I

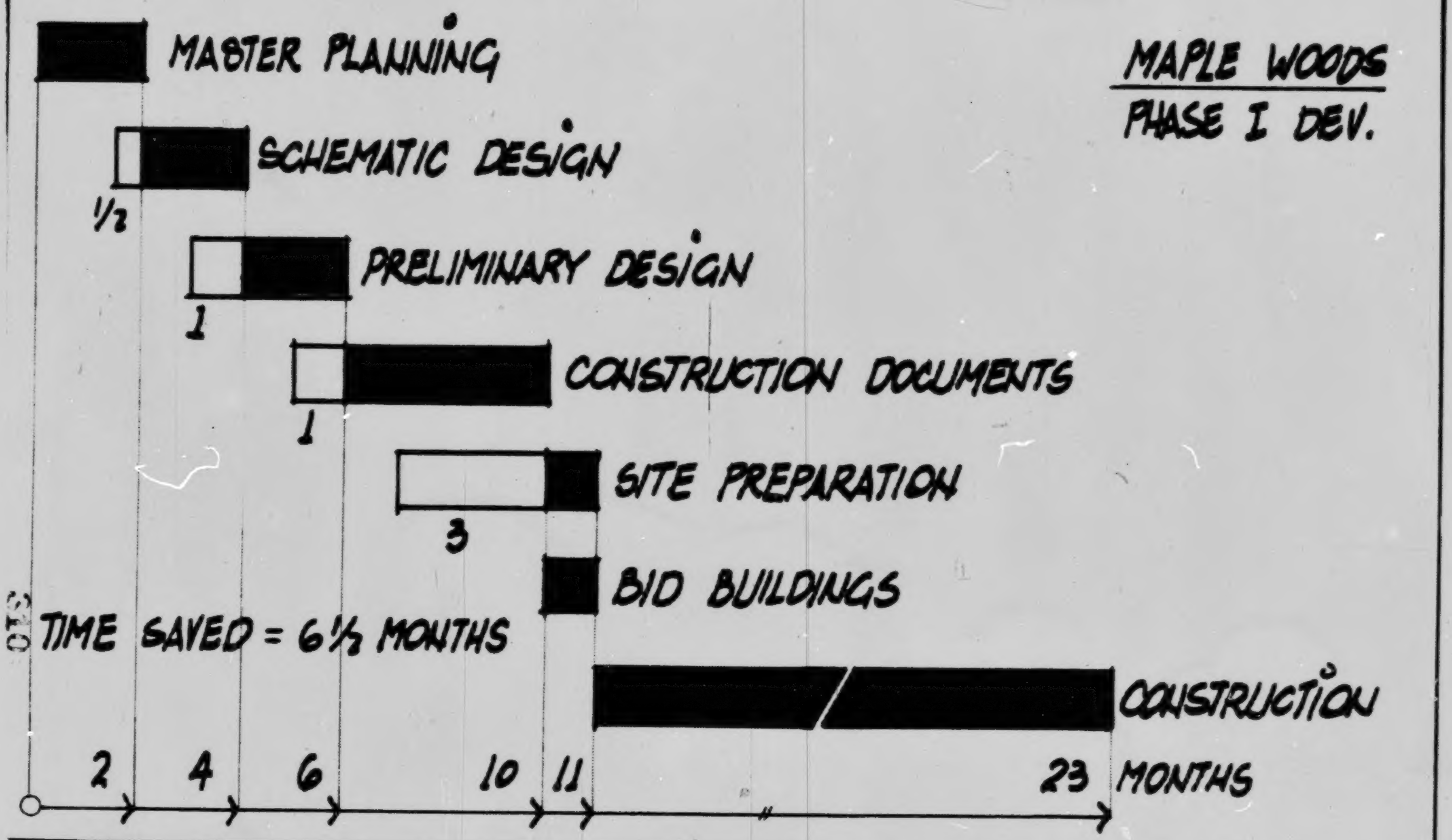
LONGVIEW
PHASE I DEV.



TIME SAVED= 6½ MONTHS

MCC KANSAS CITY MISSOURI	ACCELERATED PLANNING SCHEDULE	DMJM DANIEL MANN JOHNSON & MENDENHALL PLANNING & ARCHITECTURE & ENGINEERING & SYSTEMS & ECONOMICS

TABLE J

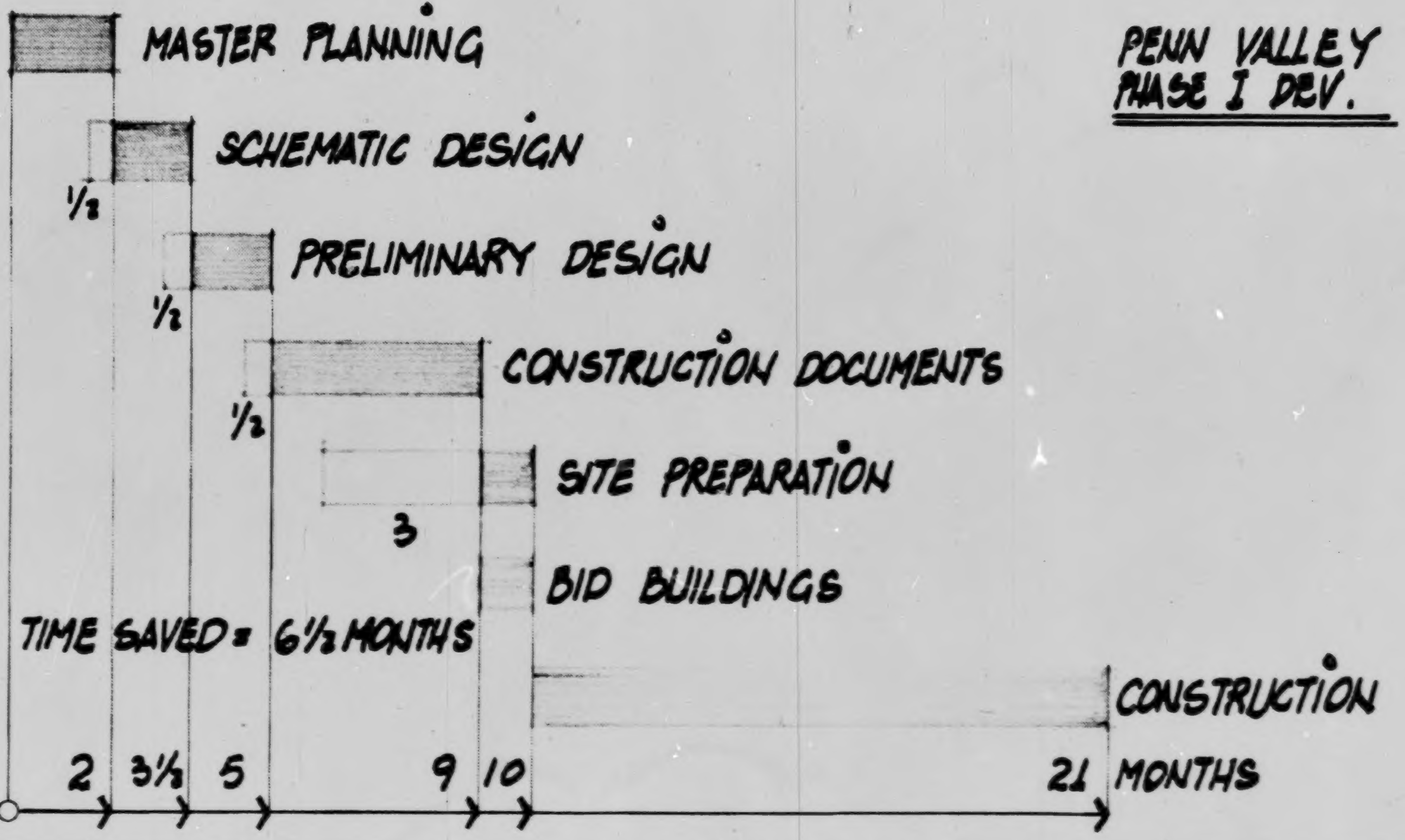


MCC KANSAS CITY MISSOURI

ACCELERATED PLANNING SCHEDULE

DMJM DANIEL, MANN, JOHNSON & MENDENHALL

TABLE K



HCC KANSAS CITY MISSOURI | ACCELERATED PLANNING SCHEDULE | DMJM DANIEL, MANN, JOHNSON & MENDENHALL

TABLE L

TABLE M

4. SPACE UTILIZATION

a. Assignable Square Feet (ASF)

The net area of a facility assigned for use by student, faculty or staff for purpose of instruction, administration or operation. Table 3 gives the assignable net area range per student station used in the development of the projected space requirements.

Table 3- ASF/Station by Program Category

Program Category	ASF/STA
Classroom	15
Sciences (Natural/Physical)	75
Math/Psych.	40
Cultural Arts (Art/Music/Performing)	75
Business Related	45
Allied Health	53
Engineering/Industrial-	
Heavy Lab. Space	132
Light Lab. Space	55
Public Service Related	40

b. Utilization Criteria

The following information, Table 4, is derived from criteria established in Phase I of this report.

Table 4 - Space Utilization Rate

Use	Lecture Classroom	Teaching Laboratory
Hours/Week Use	75% x 57 Hrs = 43 Hrs	56% x 57 Hrs = 32 Hrs
Space Occupied	66% x 43 Hrs = 28 Hrs	85% x 32 Hrs = 27 Hrs

SECTION IX

FISCAL PLAN

FISCAL PLAN

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ABSTRACT

On the basis of estimated annual revenues, exclusive of external funds, and the use of these amounts to determine the limits of yearly allocated expenditures, this study projects an annual balanced budget for the ten-year period 1975-1985, except for 1980 when it is anticipated new facilities will be occupied. The fiscal plan takes into account necessary operating expenditures of the other elements of the 1985 Master Plan (curriculum, facilities, enrollment, and staffing), but projected revenues and expenditures are both almost totally dependent upon student enrollments. The plan makes fixed allowances for inflation and assumes total state aid to equal 50 percent of the annual operating expenditures by 1985, a 50¢ per credit hour average increase per year for student fees, and an increase in federal and vocational funds contingent on new curriculum offerings and identification of additional federal and state level sources. Expansion of the District would provide additional tax revenues, but would require additional services; if all the nondistrict territory in the four-county area were annexed by 1985, an additional $600,000 in revenues would be available.

The fiscal plan maintains the current (1975) method of resource allocation to the operating units. It integrates the staffing parameters on the basis of a ratio of FTE students to FTE faculty, allowing flexibility in faculty load assignments. College discretionary allocations provide for initial use of paraprofessionals and a gradual lowering of student-counselor ratios. The plan anticipates that new facilities will be completed by 1980 and that the sabbatical leave and research/development policies will continue. The estimated 6,000 FTE

students produced through the proposed Fourth College by 1985 are included, and a savings by 1985 of as much as one million dollars per year may be realized because the Fourth College will not have to operate a large, fixed physical plan and will use a smaller percentage of contract faculty. Even though a fixed allowance has been made for inflation, adjustments may need to be made in any given year.

The following condensed summary of the fiscal master plan shows the increases in the various categories of both revenue and expenditures at three points in the ten-year period.

SUMMARY: 1985 FISCAL MASTER PLAN

REVENUE

	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982	1982-1983	1983-1984	1984-1985	1985-1986
District Taxes	$ 3,648,100	$ 3,757,600	$ 3,870,300	$ 3,986,400	$ 4,106,000	$ 4,229,200	$ 4,356,000	$ 4,486,700	$ 4,621,300	$ 4,760,000
State Aid	5,879,300	6,569,400	8,525,200	9,271,700	10,348,000	12,877,600	14,061,300	15,254,000	16,461,000	17,677,700
Student Fees	3,591,200	4,158,900	4,789,200	5,385,700	6,208,600	6,975,500	7,852,000	8,772,800	9,742,200	10,757,800
Federal and State Vocational Funds	791,700	831,300	872,800	916,500	962,300	1,010,400	1,061,000	1,114,000	1,169,700	1,228,200
Investment Income	175,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000	150,000
Other	36,700	38,600	40,500	42,500	44,700	46,900	49,200	51,700	54,300	57,000
Total Revenue	$14,122,000	$15,505,800	$18,248,000	$19,752,800	$21,819,600	$25,289,600	$27,529,500	$29,829,200	$32,198,500	$34,630,700

APPLICATION OF FUNDS

	1976-1977	1977-1978	1978-1979	1979-1980	1980-1981	1981-1982	1982-1983	1983-1984	1984-1985	1985-1986
Total Teaching Salaries	$ 5,621,025	$ 6,181,425	$ 7,014,720	$ 7,764,375	$ 8,841,209	$ 9,431,565	$10,500,090	$11,403,297	$12,078,598	$13,210,356
District Services	1,585,500	1,664,800	1,748,000	1,835,400	1,927,200	2,023,500	2,124,800	2,231,000	2,342,500	2,459,600
Plant Operation & Maintenance	1,906,000	1,993,300	2,087,300	2,194,600	3,562,300	3,736,300	3,923,800	4,124,700	4,325,600	4,539,900
Staff/Program Development	105,000	105,000	105,000	105,000	105,000	105,000	105,000	105,000	105,000	105,000
College Allocated Funds	3,241,800	3,498,000	3,785,000	4,072,700	4,454,700	4,831,400	5,266,000	5,736,800	6,248,100	6,801,500
Fringe Benefits	1,124,204	1,236,284	1,402,944	1,552,875	1,768,242	1,886,313	2,100,018	2,280,659	2,415,720	2,642,071
Operating Contingency	92,400	104,600	130,000	143,100	161,500	194,000	214,000	234,500	255,700	277,300
Sabbatical	61,300	68,100	78,300	87,900	101,300	113,900	128,400	143,800	160,000	177,200
Undistributed Inflationary Allocation	300,271	595,091	1,311,436	1,594,050	1,939,349	2,486,022	2,977,692	3,539,644	4,206,182	4,369,573
Total Funds Applied	$14,037,500	$15,446,600	$17,662,600	$19,350,000	$22,860,800	$24,808,000	$27,339,800	$29,799,400	$32,137,400	$34,582,500
Annual Reserve	$ 84,500	$ 59,200	$ 585,400	$ 402,800	$(1,041,200)	$ 481,600	$ 189,700	$ 29,800	$ 61,100	$ 48,200
Accumulated Reserve	$ 584,500	$ 643,700	$ 1,229,100	$ 1,631,900	$ 590,700	$ 1,072,300	$ 1,262,000	$ 1,291,800	$ 1,352,900	$ 1,401,100
Reserve as Percent of Revenue	4.6%	4.3%	6.7%	8.3%	2.7%	4.2%	4.6%	4.3%	4.2%	4.0%
Average Cost Per FTE Student	$ 1,146	1,129	1,160	1,169	1,237	1,233	1,244	1,250	1,272	1,252

INTRODUCTION

The fiscal plan presented in this report attempts to bring together the necessary operating expenditures of the other elements of the 1985 Master Plan: curriculum, facilities, enrollment, and staffing. This proposed plan is based on several overall assumptions. These are:

1. The District will operate with a balanced budget each year;
2. The District's enrollment growth will be accommodated through 1979 in current facilities or by the proposed fourth college, and after 1979 in expanded facilities and the proposed fourth college;
3. The proposed fourth college will serve 6,000 credit FTE by 1985 in addition to the annual 21,621 credit FTE served by Longview, Maple Woods, and Penn Valley Community Colleges;
4. The staffing guidelines for teaching faculty will not exceed a student-faculty ratio of 28 to 1;
5. There will be increased use of paraprofessionals and a reduction in the student-counselor ratio;
6. The current method (1975) of resource allocation to the operating units will be maintained;
7. State aid will increase to equal 50 percent of current operating costs by 1985;
8. Student fees will be increased by a minimum annual average of $.50 per credit hour;
9. Community services and community education courses (noncredit) will continue to be self-supporting (current Board Policy);
10. Salaries, fringe benefits, and other employee working conditions will remain competitive;
11. There are safeguards for unanticipated losses of income through the employment of a general reserve;
12. External funds for restricted fund accounts are not included in this study.

The study presents each source of revenue and the assumptions made in arriving at the various revenue amounts. The annual anticipated revenue was then used to determine the limits of the annual allocated expenditures. Each expenditure category is discussed and the assumptions made delineated.

This fiscal study presents a balanced budget throughout the ten-year period with the exception of 1980, when it is anticipated new facilities will be occupied. The accumulation of funds in a general reserve to absorb the initial cost of operating these additional new facilities has been provided for in this plan. Also, this general reserve of about 4 percent of current revenues provides for unforeseen exingencies. It is imperative, however, to be fully aware of the basic fact that the revenues, and hence the expenditures, are almost totally dependent upon student enrollments. If enrollments drop, then revenue will fall and expenditures must be reduced. While the study takes a conservative view of enrollments, it is to the District's advantage to be sure that these enrollment estimates are met.

REVENUE

The annual revenues projected in this report are for current operating expenses and do not reflect any restricted funds. Each of the sources of revenue are discussed in the sections which follow. It will be noted that the factors bearing on these sources of revenue are considered from a conservative position.

DISTRICT TAXES

The basic assumptions used in estimating tax revenues are as follows:

1. Base level --

Assessed Valuation (1975)	$1,874,010,000
Levy	$.20/$100
Collection Rate	94.5%
Tax Revenue	$3,541,900

2. Annual increase in assessed value -- 3%

3. Increase in levy or collection rate -- none

4. Increase in District boundaries -- none

Year	Annual Revenue	Annual Increase
1976	3,648,100	106,200
1977	3,757,600	109,500
1978	3,870,300	112,700
1979	3,986,400	116,100
1980	4,106,000	119,600
1981	4,229,200	123,200
1982	4,356,000	126,800
1983	4,486,700	130,700
1984	4,621,300	134,600
1985	4,760,000	138,700

STATE AID

The basic assumptions used in estimating state aid revenues are as follows:

1. Base level --

Annual FTE (1975)	11,748
State Aid Rate	$20/Credit ($480/FTE)
State Aid Income (1975)	$5,639,000

2. Increases in income per credit hour of $3.33 in 1978 and 1981;

3. Total state aid to equal 50 percent of annual operating expenditures by 1985.

Year	State Aid Rate	Annual Revenue	Annual Increase
1976	20.00/credit hour	5,879,300	240,300
1977	20.00/credit hour	6,569,400	690,100
1978	23.33/credit hour	8,525,200	1,955,800
1979	23.33/credit hour	9,271,700	746,500
1980	23.33/credit hour	10,348,000	1,076,300
1981	26.66/credit hour	12,877,600	2,529,600
1982	26.66/credit hour	14,061,300	1,183,700
1983	26.66/credit hour	15,254,000	1,192,700
1984	26.66/credit hour	16,461,000	1,207,000
1985	26.66/credit hour	17,677,700	1,216,700

STUDENT FEES

Basic assumptions used in estimating student fees are:

1. Student fees will be kept as low as possible consistent with fiscal restraints and inflationary impact;
2. Out-of-District fees will be kept at a rate which is competitive with state four-year colleges and universities;
3. Out-of-state fees will be adjusted to meet the actual cost of education;
4. Student fees will be adjusted to provide by 1978-79 a straight credit rate with no maximum.
5. Ad adjustment factor of 1.07 is used to calculate out-of-District and out-of-state fees and for conversion to a cost per FTE student (for computational purposes).

Year	Annual FTE	Annual Fees	Annual Fee Revenue	Annual Increase
1976	12,249	274	3,591,200	272,600
1977	13,686	284	4,158,900	567,700
1978	15,224	294	4,789,200	630,300
1979	16,557	304	5,385,700	596,500
1980	18,479	314	6,208,600	822,900
1981	20,121	324	6,975,500	766,900
1982	21,971	334	7,852,000	876,500
1983	23,834	344	8,772,800	920,800
1984	25,720	354	9,742,200	969,400
1985	27,621	364	10,757,800	1,015,600

1976-1985

PROPOSED STUDENT FEE PATTERNS*

	1975-76	1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1985-86
In-District											
Part-Time	$ 11	$ 11	$ 11	$12	$12	$13	$13	$14	$14	$15	$15
Full-Time	132	132	150	-	-	-	-	-	-	-	-
Out-of-District											
Part-Time	22	22	22	22	22	22	22	22	22	22	22
Full-Time	264	264	300	-	-	-	-	-	-	-	-
Out-of-State											
Part-Time	48	48	48	48	49	51	51	52	52	52	52
Full-Time	576	576	576	-	-	-	-	-	-	-	-
In-District											
Part-Time	$ 10	$ 11	$ 11	$12	$12	$13	$13	$14	$14	$15	$15
Full-Time	130	150	150	-	-	-	-	-	-	-	-
Out-of-District											
Part-Time	21	22	22	22	22	22	22	22	22	22	22
Full-Time	273	300	300	-	-	-	-	-	-	-	-
Out-of-State											
Part-Time	48	48	48	48	49	51	51	52	52	52	52
Full-Time	576	576	576	--	-	-	-	-	-	-	-
Reserves	180,000	-	-	-	-	-	-	-	-	-	-

---

*Based on Fiscal Plan chapter of 1985 Master Plan

THE METROPOLITAN COMMUNITY COLLEGES

GENERAL FUND REVENUES BY PERCENT

OF TOTAL REVENUES

1965 - 1974

	65	66	67	68	69	70	71	72	73	74	75 (proposed)
State and County Tax	56.7	47.1	50.4	43.5	39.6	31.9	38.2	34.2	28.9	31.7	26.2
State Aid	21.	30.5	28.6	35.8	36.9	34.8	30.	34.	38.	37.7	41.4
Federal and		27.	2.	2.5	3.9	6.	6.2	7.	10.2	6.3	5.8
Student Fees	21.3	17.3	15.9	15.6	16.1	23.3	22.6	22.6	20.	20.9	24.6
Investment		1.5	2.4	2.	2.9	3.5	2.3	1.7	2.1	3.0	1.6
Other	1.	.9	.7	.6	.6	.5	.7	.2	.8	.4	.4

1976 - 1985

	76	77	78	79	80	81	82	83	84	85
State and County Tax	25.8	24.2	21.2	20.2	18.8	16.7	15.8	15.0	14.3	13.7
State Aid	41.6	42.4	46.7	46.9	47.4	50.0*	50.0*	50.0*	50.0*	50.0*
Federal & Vocational	5.6	5.4	4.8	4.6	4.4	4.0	3.9	3.7	3.7	3.5
Student Fees	25.4	26.8	26.2	27.3	28.4	27.6	28.5	29.4	30.2	31.1
Investment	1.2	.9	.8	.7	.7	.6	.5	.5	.5	.4
Other	.4	.2	.2	.2	.2	.2	.2	.2	.2	.2

*Approximate

FEDERAL AND STATE VOCATIONAL FUNDS

Basic assumptions in determining possible vocational funds are:

1. Vocational funds will increase by anticipated curriculum offerings;
2. Vocational funding will continue to be supported at or near the same rate (proportionally) which occurs in 1975;
3. Additional sources of federal and state level vocational funds will be identified.

Year	Vocational Funds	Annual Increase
1976	791,700	37,700
1977	831,300	39,600
1978	872,800	41,500
1979	916,500	43,700
1980	962,300	45,800
1981	1,010,400	48,100
1982	1,061,000	50,600
1983	1,114,000	53,000
1984	1,169,700	55,700
1985	1,228,200	58,500

INVESTMENT

Basic assumptions for determining the possible revenue from investment income are:

1. The District's receipt of tax and state revenues will be made in a manner consistent with prior practice;
2. Current investment income is atypically high.

Year	Investment Income	Annual Increase (Decrease)
1976	175,000	(25,000)
1977	150,000	(25,000)
1978	150,000	-0-
1979	150,000	-0-
1980	150,000	-0-
1981	150,000	-0-
1982	150,000	-0-
1983	150,000	-0-
1984	150,000	-0-
1985	150,000	-0-

APPLICATION OF FUNDS

Each expenditure category which follows is discussed as to the assumptions made in the allocation. It will be noted that a general reserve of approximately 4 percent is developed. If these forecasts of revenue and expenditures are accurate, then it may be that this reserve could be reduced and the funds used for curriculum and educational development projects.

Each of the other components of the proposed 1985 Master Plan has been considered. The Staffing Parameters have been integrated into the Fiscal Plan on the basis of a ratio of FTE students to FTE faculty. This technique allows considerable flexibility in terms of faculty load assignments. Initial use of paraprofessionals and a moving toward lower student-counselor ratios has been provided for in the college discretionary allocations. The plan anticipates new facilities will be added in 1980 and that the sabbatical leave and research/development policies will continue. Also, additional funds are provided to meet the impact of inflation beyond the allocations made for growing and inflation in each expenditure category. This fiscal plan also includes the proposed fourth college and estimates that by 1985 it should produce 6,000 FTE.

TOTAL TEACHING SALARIES

The basic assumptions in determining the number of FTE teachers are:

1. Maintain as small a ratio between FTE students and FTE faculty as possible within the revenue constraints;
2. Provide for column and step adjustments of at least 3.5 percent per year in the salary schedule; this is based on a decreasing number of new low-entry employees, coupled with increasing senior faculty;
3. A Districtwide gradual shift in the percentage of full-time contract teachers from 64 percent to 55 percent by 1985;
4. An average salary for the ten-year period for part-time teachers of $7,500;
5. An increase in the percentage of part-time teachers from 36 percent to 45 percent.

Year	Total FTE	FTE Students to FTE Faculty	Total Teaching Salaries	Annual Increase
1976	405	24/1	5,621,025	439,300
1977	436	25/1	6,181,425	560,400
1978	485	25/1	7,014,720	833,295
1979	527	25/1	7,764,375	749,655
1980	588	25/1	8,841,209	1,076,834
1981	640	26/1	9,431,565	590,356
1982	699	26/1	10,500,090	1,068,525
1983	759	26.5/1	11,403,297	903,207
1984	819	27.5/1	12,078,598	675,301
1985	879	27.5/1	13,210,356	1,131,758

DISTRICT SERVICES

Basic assumptions for determining the total cost of District services are:

1. Increased student enrollments will cause a minimum increase of District services by approximately 2.5 percent; salary step changes and personnel reclassifications will also adjust District service dollars by approximately 2.5 percent;

2. These District services are exclusive of plant operation and maintenance;

3. Districtwide computer services are included in District services;

4. The concept of economies of scale versus increased costs will result in basic savings equal to an annual inflation rate of 5 percent;

5. Those activities included in this category include District fiscal services, purchasing, personnel, computer services, Chancellor's staff, Board of Trustees, central media and communications, and other related Districtwide support services.

Year	District Services	Annual Increase
1976	1,585,500	57,500
1977	1,664,800	60,400
1978	1,748,000	63,400
1979	1,835,400	66,500
1980	1,927,200	69,900
1981	2,023,500	73,400
1982	2,124,800	77,100
1983	2,231,000	80,900
1984	2,342,500	84,900
1985	2,459,600	89,200

PLANT OPERATION AND MAINTENANCE

Basic assumptions for determining the cost of plant operations and maintenance are:

1. The average cost per square foot for personnel salary reclassifications and step adjustments will be approximately 2.5 percent of total costs;
2. Increased student population will increase plant operation demand (utilities, etc.) by 2.5 percent of total costs;
3. Plant operation and maintenance includes custodians, gas, electricity, water, fuel oil, operators, sewers, grounds, security, and other expense categories directly related to operating and maintaining the college campuses;
4. New facilities will be occupied on all campuses in 1980;
5. The cost of operating the new facilities will be comparable to the current (1975) Penn Valley cost per square foot adjusted at 5 percent per year for application in 1980;
6. Continued evaluation of these cost estimates will be made due to energy cost variables.

Year	Total Square Feet	Cost/Square Foot @ Base	Total Cost	Annual Increase
1976	671,143	2.84	1,906,000	97,100
1977	671,143	2.97	1,993,300	87,300
1978	671,143	3.11	2,087,300	94,000
1979	671,143	3.27	2,194,600	107,300
1980	1,339,193	2.66	3,562,300	1,367,700
1981	1,339,193	2.79	3,736,300	174,000
1982	1,339,193	2.93	3,923,800	187,500
1983	1,339,193	3.08	4,124,700	200,900
1984	1,339,193	3.23	4,325,600	200,900
1985	1,339,193	3.39	4,539,900	214,300

STAFF AND PROGRAM DEVELOPMENT

Basic assumptions for determining the total cost of staff and program development are:

1. A dollar amount will be allocated each year for staff and program development;
2. The revenue is based on anticipated 7 percent annual interest on continuous investment of the District's working capital.

Year	Staff and Program Development	Annual Increase
1976	105,000	-0-
1977	105,000	-0-
1978	105,000	-0-
1979	105,000	-0-
1980	105,000	-0-
1981	105,000	-0-
1982	105,000	-0-
1983	105,000	-0-
1984	105,000	-0-
1985	105,000	-0-

COLLEGE ALLOCATED FUNDS

Basic assumptions in determining the allocation for each college are:

1. A basic annual allocation of $300,000 to each operating unit;
2. The actual dollar allocation per credit hour will be computed from the resource allocation formula currently in use; the 5 percent adjustment provides additional funds for increased use of paraprofessionals and counselors as presented in the Staffing Parameters report;
3. Vocational allocations are based on the current level of federal and state support increased by anticipated adjustment in curriculum offerings; such vocational dollars will be allocated to the colleges which generate the funds;
4. These college funds are to be used for
   - (a) salaries of all counselors and librarians,
   - (b) salaries of all administrators,
   - (c) salaries of staff personnel,
   - (d) expenditures for all other college-related, nonsalary categories;
5. It is anticipated that there are sufficient dollars in the college allocated funds category to allow the colleges to meet the staffing goals as outlined in the Staffing Parameters component of the 1985 Master Plan;
6. Funds for plant/operation and maintenance, security, teaching salaries, District services, fringe benefits, sabbaticals, and Districtwide staff and program development are found in other fiscal plan categories.

Year	College Basic Services	Additional Basic Allocation	Basic Vocational Allocation	Total	Annual Increase
1976-77	1,200,000	1,250,100	791,700	3,241,800	195,600
1977-78	1,200,000	1,466,700	831,300	3,498,000	256,200
1978-79	1,200,000	1,713,000	872,800	3,785,800	287,800
1979-80	1,200,000	1,956,200	916,500	4,072,700	286,900
1980-81	1,200,000	2,292,400	962,300	4,454,700	382,000
1981-82	1,200,000	2,621,000	1,010,400	4,831,400	376,700
1982-83	1,200,000	3,005,000	1,061,000	5,266,000	434,600
1983-84	1,200,000	3,422,800	1,114,000	5,736,800	470,800
1984-85	1,200,000	3,878,400	1,169,700	6,248,100	511,300
1985-86	1,200,000	4,373,300	1,228,200	6,801,500	553,400

FRINGE BENEFITS

Basic assumptions in determining the cost of fringe benefits are:

1. Fringe benefits will be constant at 11 percent of total salaries;
2. Total salaries and fringe benefits in this section refers to all employee salaries and all employee fringe benefits.

Year	Total Fringe Benefits	Annual Increase
1976	1,124,204	
1977	1,236,284	112,080
1978	1,402,944	166,660
1979	1,552,875	149,931
1980	1,768,242	215,367
1981	1,886,313	118,071
1982	2,100,018	213,705
1983	2,280,659	180,641
1984	2,415,720	135,061
1985	2,642,071	226,351

OPERATING CONTINGENCY

Basic assumptions for determining the amount which should be allocated annually for operating contingency are:

1. Contingency fund is based on one percent of the credit hours times the combined income rate per credit hour for state aid and fees;
2. The contingency for operating purposes is related to the sources of variable income (student fees and state aid);
3. The purposes for the operating contingency are unanticipated, extraordinary expenditures.*

Year	Contingency	Annual Increase
1976	92,400	
1977	104,600	12,200
1978	130,000	25,400
1979	143,100	13,100
1980	161,500	18,400
1981	194,000	32,500
1982	214,000	20,000
1983	234,500	20,500
1984	255,700	21,000
1985	277,300	21,600

*Funds to offset unanticipated drops in enrollment will be found in the general reserve.

SABBATICAL

Basic assumptions for determining the sabbatical allocations are:

1. At most, 3 percent of the faculty and administration will be on sabbatical at one time;
2. The cost of the sabbatical leave replacements will be at the credit hour rate of pay for that particular year;
3. The salaries of those faculty on sabbatical leave are included in the allocations for total contract teachers.

Year	Sabbatical FTE	Sabbatical Salaries
1976	7.77	61,300
1977	8.22	68,100
1978	9.00	78,300
1979	9.63	87,900
1980	10.59	101,300
1981	11.34	113,900
1982	12.18	128,400
1983	12.96	143,800
1984	13.74	160,000
1985	14.52	177,200

UNDISTRIBUTED INFLATIONARY ALLOCATION

The fiscal plan takes into account, in most major expenditure categories, an increase in the cost of operation related to an increase in the scope of services of the District. In addition, a percentage for personnel step increases on the salary schedule as well as column changes or personnel reclassifications.

The effect of inflation on the cost of operation of the District can be determined only on an up-to-date annual basis. Therefore, an amount has been set aside for such inflationary pressures on the budget. Where these funds will be needed in the budget, or if these funds will be needed at all, will have to be determined each year. The amount of funds set aside for this purpose was arrived at by computing the difference between annual current operating expenses and the amount required to be maintained in the general reserve. These funds would have to provide for in some measure:

(a) increased utility costs,
(b) increased cost of goods and services,
(c) increased fringe benefit costs, and
(d) adjustments to salaries.

GENERAL RESERVE

The general reserve has been established for the following purposes:

1. To provide for unexpected drops in revenue through lower enrollments than anticipated;
2. To accumulate funds to be used during fiscal years when expenditures are disproportionally high (i.e., 1980 when plant operation costs rise rapidly due to new facilities);
3. To have funds available for operation or capital purposes if an unforeseen national, state, or local event takes place over which the District has no control.

If other means are not successful in securing facility or capital outlay funds, then a portion of the general reserve should be allocated for these purposes on an annual basis. However, a minimum of 4 percent of current operating expenditures should be in the general reserve at all times.

CONCLUSIONS

The following conclusions seem appropriate:

1. Enrollment: Revenue generated from credit hour enrollments accounts for about 75% to 80% of total income each year. It is essential, therefore, that every effort is made to meet the enrollment projections.

2. State Aid: The fiscal plan estimates that a $3.33 increase per credit hour will occur in 1975, 1978, and 1981 in state support. The District needs to direct its legislative program to meeting these estimates.

3. Student Fees: Realizing that student fees need to be kept as low as possible, yet also knowing that inflation must be accounted for in all elements of the budget, a fixed annual half-dollar increase is projected. This amounts to a 4.5 percent increase in fees in 1976, reduced to a 3.2 percent increase in fees in 1985.

4. Teaching Load: Teaching salaries annually account for about 45 percent of the budget (excluding fringe benefits). Therefore, teaching load can impact significantly each budget year. In order to help keep teaching load as low as possible, the estimates for enrollments, state aid, and student fees must be met or exceeded.

5. Inflation: The fiscal plan provides a category called Undistributed Allocation Factor. This category will provide funds for relieving the inflationary impact on other line items in the budget. For example, any cost of living adjustments for all faculty, staff, and administrators would be funded from this category as well as increased cost of utilities and other goods and services.

6. Fourth College: The proposed fourth college has a positive impact on the fiscal plan, primarily because of not having to operate a large, fixed physical plant and using a smaller percentage of contract faculty. These savings could amount to more than a million dollars per year by 1985. Example: A permanent college campus for 6,000 F.T.E. would have about 560,000 square feet. Operating in instructional space only, the fourth college could use as little as 90,000 square feet. In addition, it is assumed that the fourth college would receive its allocated funds under the same terms and conditions as the other three colleges.

7. Annexation: Expansion of the District would provide additional tax revenues, but at the same time would require additional services. It is estimated that if all the non-district territory in the four-county area were added to the District by 1985, an additional $600,000 in revenues would be available.

8. This fiscal plan supports itself without including federal funds other than those received for offering appropriate vocational courses and programs. In those cases where money for federal grants is required, the dollars must come from the college allocated funds category.

The foregoing variables point out the areas in which the District must concentrate its efforts in order to maintain fiscal stability throughout the next ten years. While it is impossible to predict accurately the future, this fiscal plan gives the broad guidelines the District should be following.

SECTION X

MANAGEMENT AND OPERATIONS

MANAGEMENT AND OPERATIONS

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MANAGEMENT AND OPERATIONS 4

ABSTRACT

At least six major functions are inherent in the operation of a comprehensive community college: 1) academic affairs, 2) student personnel services, 3) business affairs, 4) employee relations and personnel management, 5) executive functions, and 6) research, planning, and development. An effective system of governance is thus imperative since it constitutes a process for making basic decisions about purpose, procedure, and performance -- a process that characterizes every social unit, implicitly or explicitly. In educational institutions, it is also a structure for decision-making -- usually dual in nature: one for decision-making about the administrative or institutional affairs of the college, another for academic or institutional affairs.

In a multicollege district, a third structure -- that of the district office -- is superimposed. Although major responsibility for each of the functions enumerated above must be clearly and decisively assumed by someone within the community college district, each function must be a shared responsibility. Thus, regardless of whether the colleges or the district assume major responsibility for any function, the other unit must have responsibility and corresponding authority to implement those aspects of the function pertinent to its jurisdiction. For example, while the individual colleges properly assume responsibility for the development of the academic programs, it is the district's responsibility to provide an overall program of education suitable for all segments of the district population and to assure that these offerings are made available. In light of this principle, a proper division of decision-making responsibility appears to be the following.

1. Decisions should be made at the District level when:
    a. The proposed action or implied result of the decision requires either the Board's or the Chancellor's action as delineated by Board policy or District regulation;
    b. The decision requires total District resources to implement;
    c. The decision is related to the legal responsibilities of the District;
    d. The decision would yield effectiveness and efficiencies through the application of total District implementation.
2. Decisions should be made at the college level when:
    a. The decision does not fall into the category of a District decision;
    b. The decision, by District regulation, is to be made at the college level.

If such a decision-making process is to be effective, then it is necessary that an internal governance system which supports these concepts be operative and meet the following requirements:

1. An autonomous governance system at each college which deals with the decision-making process of that college that involves representation from operational and service units;
2. A Districtwide governance system that deals with the decision-making process of the total District that involves representation from operational and service units.

These requirements are in large measure being met by the governance systems currently operating in the District, and the systems, therefore, should be maintained and strengthened.

MANAGEMENT AND OPERATIONS

Governance, according to John D. Millet,[1] is both a structure and a process that legitimatizes power groups and power structures. It is a process for making basic decisions about purpose, procedure, and performance--a process that characterizes every social unit, implicitly or explicitly. In educational institutions, a "dual structure" usually exists: one for decision-making about the administrative or institutional affairs of a college, and another for the academic or instructional affairs. In the first instance, the board of trustees, the president, and the administrative staff form the structure preoccupied with institutional affairs; in the second instance, it is the faculty that are preoccupied with instructional and research objectives, instructional and research procedures, faculty selection and promotion, student academic performance, and the fulfillment of degree requirements.[2]

These two structures have historically always been in conflict, though the need for such conflict remains obscure. The institutional governance model attempted to consolidate the two into a single governance body but met with little success. A second form of governance called the community governance model has also attempted to bring together in one body representatives of the faculty, staff, students, and administration; but with only limited success.

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[1] Governance and Leadership in Higher Education (Washington: Management Division, Academy for Educational Development, Vol. 3, No. 9, 1974).

[2] John J. Corson, Governance in Colleges and Universities (New York: McGraw-Hill, 1960).

For these reasons, Millet predicts the future emergence of a new kind of institutional leadership which will require much more extensive information sharing, more lengthy consultation, and more careful sharing of authority.

However, the basic problem still remains. Decisions have to be made concerning the goals, purposes, policies, and programs the organization will accept as legitimate, and there is continuous demand for decisions with respect to the implementation of policies and programs. Indeed, some authorities, notably Simon[3] and Griffiths[4], have suggested that the understanding of the application of administrative principles is to be obtained by analyzing the administrative process in terms of decisions.

Simon, for example, theorizes that the effectiveness of organizational decisions can be maximized by increasing the rationality of such decisions. Assuming that human rationality has limits and that this creates a need for administrative theory, Simon hypothesizes:

> Two persons, given the same possible alternatives, the same values, the same knowledge, can rationally reach only the same decision. Hence, administrative theory must be concerned with the limits of rationality, and the manner in which the organization effects these limits for the person making the decision.[5]

Griffiths, on the other hand, formulated a theory of administration as decision making based on several different assumptions:

1. Administration is a generalized type of behavior to be found in all human organizations.
2. Administration is the process of directing and controlling life in a social organization.

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[3] Herbert A. Simon, Administrative Behavior (New York: The Macmillian Company, 1950).

[4] Daniel E. Griffiths, Administrative Theory (New York: Appleton-Century and Appleton-Century-Crofts, 1959).

[5] Simon, op. cit., pg. 241.

3. The specific function of administration is to develop and regulate the decision-making process in the most effective manner possible.
4. The administrator works with groups or with individuals with a group referrent, not with individuals as such.[6]

Among the major propostions advanced by Griffiths are two that seem to have special significance for a multicollege district: First, "If the administrator perceives himself as the controller of the decision-making process, rather than the maker of the organization's decisions, the decision will be more effective"; and, second, "If the formal and informal organizations approach congruency, then the total organization will approach maximum achievement."[7] The latter proposition, translated into more applicable terms for this District and its colleges, might state: "If the District and College components of the organization approach congruency...," etc., for the District and the colleges are all formal organizations and all have decision-making responsibilities. Yet, it is essential for the continued effectiveness of each that congruency be reached in decisions affecting each.

At least six major functions are inherent in the operation of a comprehensive community college:

1. academic affairs (instruction and curriculum development);
2. the student personnel services (counseling, advisement, registration, student activities);
3. business affairs (budget, fiscal management, physical plant);
4. employee relations and personnel management;
5. executive functions (decision making and implementation);
6. research, planning, and development.

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[6] Griffiths, op. cit., pg. 91.

[7] Ibid., pp. 89, 91.

Although major responsibility for each of these functions must be clearly and decisively assumed by someone within the community college district, each function must be a shared responsibility. Thus, regardless of whether the colleges or the district assume major responsibility for any function, the other unit must have responsibility and corresponding authority to implement those aspects of the function pertinent to its jurisdiction. In other words, responsibility and authority must be located as closely as possible to the required action itself. For example: while the individual colleges properly assume responsibility for the development of the academic programs, it is the district's responsibility to provide an over-all program of educational offerings suitable for all segments of the district population and to assure that these offerings are made available. A division of decision-making responsibility between district and colleges for the function of academic affairs, therefore, might look something like this.

District	Colleges
1. Determination of over-all programs	1. Development of individual courses to implement assigned programs
2. Assurance that all areas are covered	2. Definition of required resources.
3. With the aid of lay advisory groups, development of programs to implement the over-all program goals	3. Selection and assignment of faculty
4. Assignment of programs to one or more of the colleges for detailed implementation	4. Supervision and evaluation of teaching outcomes
5. Determination of guidelines for program goals and similar commonalities	

Such a division of responsibility for the decision-making process, however, does not preclude the necessity for a reciprocal relationship between the District office and the colleges. But there appear to be certain areas in which the District office should assume leadership in decision-making and other areas in which the colleges should assume leadership.

1. Decisions should be made at the District level when:
    - (a) The proposed action or implied result of the decision requires either the Board's or the Chancellor's action as delineated by Board policy or District regulation;
    - (b) The decision requires total District resources to implement;
    - (c) The decision is related to the legal responsibilities of the District; and
    - (d) The decision would yield effectiveness and efficiencies through the application of total District implementation.
2. Decisions should be made at the college level when:
    - (a) The decision does not fall into the category of a District decision; and
    - (b) The decision, by District regulation, is to be made at the college level.

Certainly, no decision made at the District level can disregard the concerns of the individual colleges because of their integral relationship to the District as a whole. But it is inevitable that on some occasions, at least (e.g., assignment of programs), the decision best for the District may be one that requires some degree of modification from each of the colleges in reference to their more parochial interests. It is on such occasions that the reciprocal relationship between District and colleges will have its greatest impact; and, because individuals may find it difficult to be altruistic in policy recommendations, it is essential that college decision makers sometimes be willing to adopt the District point of view.

If administrative principles and practices within a multicollege district at all hierarchical levels are not to revert to what Simon has called "little more than ambiguous and mutually contradictory proverbs,"[8] the need for accord on division of decision-making responsibilities appears to be urgent.

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[8] Simon, op. cit., pg. 240.

If the decision-making process described above is to be effective, then it is important that an internal governance system which supports these concepts be implemented. Such a system would contain the following elements:

(a) An autonomous governance system at each college that deals with the decision process of that college that involves representation from operational and service units.

(b) A District-wide governance system that deals with the decision process of the total district that involves representation from operational and service units.

These elements, working together in an atmosphere of mutual trust and mutual agreement on college and district goals can provide an effective governance system which supports and strengthens the decision-making hierarchy described previously. It should be noted, however, that in this context, concerns dealing with wages and benefits do not easily fit the process. Such items may require a separate structure rather than use of a governance system which has been designed to deal with the implementation of the mission, philosophy, and goals of the District.

Examination of the current governance systems operating in the District shows that the elements (a) and (b) above are in large measure met by the current system, that is, each college has some form of internal governance which deals with the local college issues. In addition, these college governance systems review and make recommendations on District-wide issues. The District-wide governance system which consists of a representative Chancellor's cabinet and a District-wide representative academic senate also generally fits the criteria. It becomes appropriate, then, that the current governance system operating in the District be maintained and strengthened. One area of consideration for strengthening the system is to provide a method whereby the student on the Chancellor's Cabinet is representative of the students of all the colleges. A second area which needs additional study is whether the role of the college faculty associations should become that of a college academic senate.

Operations

The goal of the 1985 Master Plan should be full implemenation of the basic concepts of the Reorganization Study (TAI, January 10, 1974) and the Management Task Distribution Study, Revised July, 1974. Each of these studies emphasizes functional management based on the concept of decision-making relating to the divisions of responsibility between the colleges and the Chancellor's office.

While there has been and will continue to be slight modifications in the District organizational structure, the basic concept of the college's providing instructional services and the District providing fiscal, personnel, plant operations and planning and development services remains intact (see Figure 1, p. 12). From these studies, therefore, the following goals are recommended:

1. That the basic operational units of the District will remain separate colleges, not campuses of a single college.
2. That each of these colleges will develop its own distinctive educational patterns.
3. That the least administration consistent with efficient and effective action is best.
4. That where feasible decision points will be forced to that administrative level nearest the operational activity affected.
5. That the Chancellor is the only District officer with a line relationship to the colleges.

Further, the key responsibilities in operating the District should be separated as follows:

Key Responsibilities of the Board of Trustees

1. Policy setting
2. Total program evaluation

Key Responsibilities of the Chancellor

1. Goal setting for the District

2. Evaluation of program outcomes (total District)
3. Development and coordination of programs (District-wide)
4. Community and governmental relations (District-wide)
5. Centralized support services for the colleges and institutes.

Key Responsibilities of Each President

1. Goal setting for the college
2. Evaluation of program outcomes (college)
3. Development and coordination of programs (college)
4. Community relations (college services area)
5. Centralized support services for college departments
6. Operation of the college educational program.

These responsibilites welded together in a process of accountability, decision-making, evaluation and adequate staff support should provide the District with effecive management for the foreseeable future.

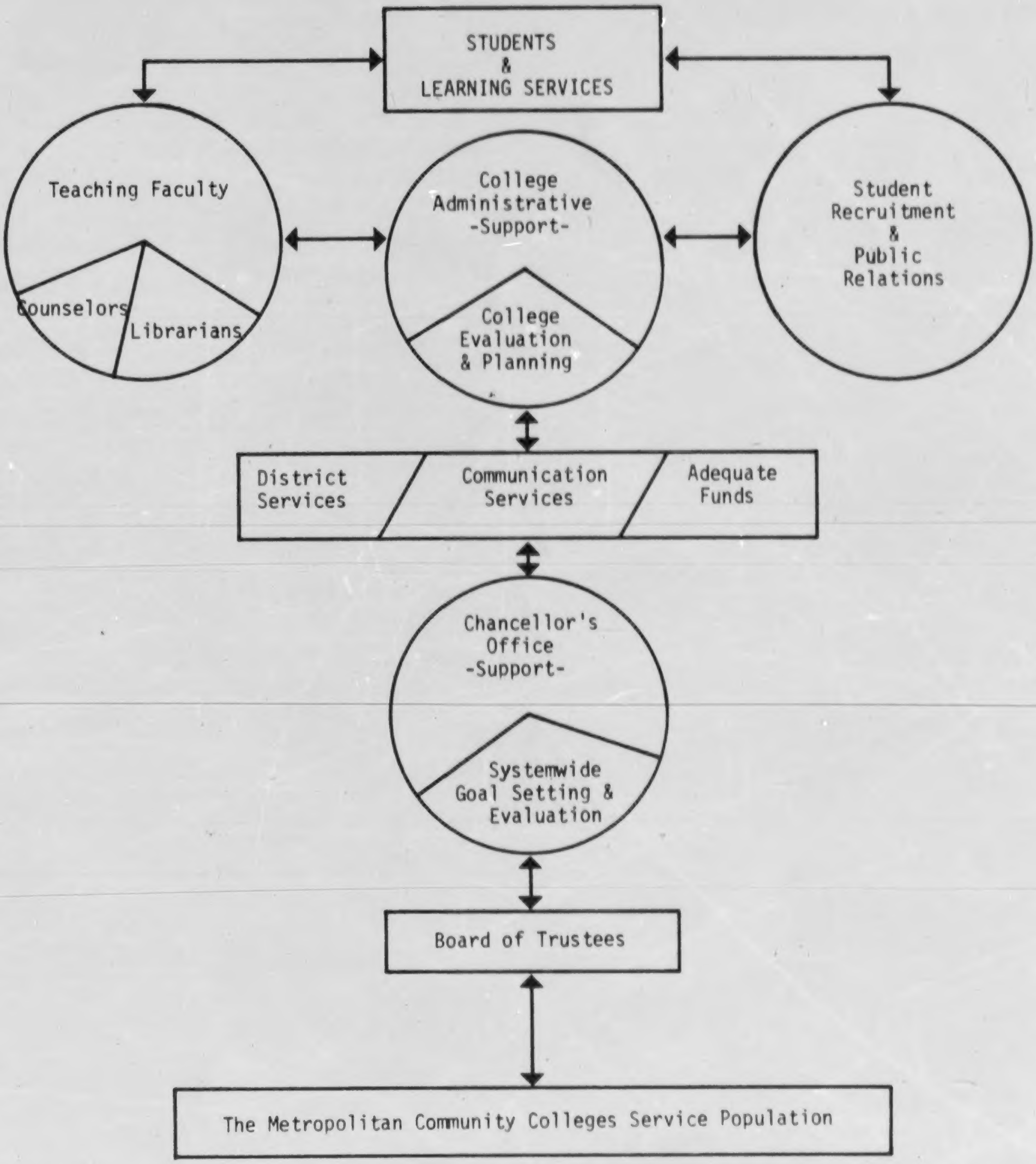
STUDENTS & LEARNING SERVICES
Teaching Faculty
Counselors
Librarians
College Administrative -Support-
College Evaluation & Planning
Student Recruitment & Public Relations
District Services
Communication Services
Adequate Funds
Chancellor's Office -Support-
Systemwide Goal Setting & Evaluation
Board of Trustees
The Metropolitan Community Colleges Service Population

FIGURE 1

SECTION XI

SUPPLEMENTARY STUDIES

PARAPROFESSIONALS

TRANSPORTATION

PARAPROFESSIONALS

PARAPROFESSIONALS

In the Staffing Parameters 1975-1985 report, references are made to the use of paraprofessionals in the instructional setting. This paper expands on those references to paraprofessionals by adding statement of need, definition. limits, and job descriptions. Use of paraprofessionals in admissions and guidance services is also included.

Need

The Metropolitan Community Colleges look forward to an unprecedented period of development in the next ten years. An exciting and challenging period approaches: exciting especially because of the colleges' dedication to serve the new student and to take advantage of new techniques; challenging in part because of recognized financial limitations.

How can the colleges best serve the needs of their constituents in such times? Students' needs are more diverse than heretofore. Money is tight. The professional faculty continues to desire that maximum learning take place. Many are eager to increase use of multimedia approaches and individualized learning modules -- in short, to develop more personalized instruction. Yet how can their desires be realized without sacrificing their own pay raises?

Students today do not fit old stereotypes; their age range and backgrounds are more varied, their workloads and family responsibilities are often heavier, and their goals are more distinct. They also have different needs: frequently they need more counseling, tutoring, and peer support at the outset; they need classes in blocks of times that fit in with their jobs and family duties.

One of the ways to help meet faculty and student needs without increasing costs is to increase the use of paraprofessionals. Paraprofessionals offer unique possibilities for easing the way for students, while reducing the workload of instructors.

Definition

Paraprofessionals work under the direction of one or more instructors and perform auxiliary tasks necessary to effective instruction, but requiring lesser skills than those essential for teaching. Paraprofessionals also work with admissions and counseling personnel. Paraprofessionals are non-certified, full- or part-time employees of the District who have had training suited to tasks assigned. The three general classifications of paraprofessionals are: 1) Learning Aid, 2) Learning Assistant, and 3) Learning Technician/ Specialist (see Appendix, p. 6-14).

Limits

A paraprofessional does not independently perform the teaching function, but relieves the master instructor of associated duties that are time-consuming, thus making more of the instructor's time available for students and lesson preparation. Paraprofessionals also serve as assistants in the recruiting, admitting, and advising of students. Here also they do not work apart from the admissions officers and counselors; rather, they carry out such functions as designated by the professionals.

Description

The Staffing Parameters 1975-1985 report lists ten examples of tasks that may be performed by paraprofessionals. These can be grouped into four general areas:

1. Assisting in Recruiting, Registering, and Counseling Students: Paraprofessionals may serve as aides to admissions officers and counselors in easing the entry process for new students and for expediting enrollment of returning students.
2. Assisting in Preparation of Instructional Materials: Paraprofessionals may set up experiments, duplicate materials, help evaluate new materials coming in or being developed for classroom or lab use; they may maintain inventories.
3. Assisting in Learning Setting: Paraprofessionals may aid instructors in the laboratory or classroom by working directly with students on preidentified learning modules; they may check out materials, keep records, monitor tests, or answer questions on specific learning tasks. They may also tutor students outside the classroom setting.
4. Assisting in Evaluation: Paraprofessionals may aid in the assessment of instructional tools, in revising materials as needed; they may also assist in student assessment by maintaining records, grading tests, reading papers (when qualified). They may assist in setting up, operating, and evaluating conferences and workshops, including inservice training sessions.

Three general categories of paraprofessionals can be identified on the basis of educational level; these categories can perhaps more effectively be described on the basis of tasks to be performed. The table on Page 5 lists some of these tasks.

While paraprofessionals are now employed on all campuses, they are primarily used for clerical work, lab assisting, and minimal grading tasks. Some students are used in recruitment and in peer advising at registration; some are used as tutors. It is recommended that: 1) these latter functions for paraprofessionals be increased; 2) paraprofessionals be used more extensively as classroom aides; 3) paraprofessionals be used more extensively in developing and evaluating classroom activities and materials; 4) thorough research be conducted in the training and use of paraprofessionals, especially for the entry-level courses; 5) only those paraprofessionals with adequate educational backgrounds should be employed; and 6) professionals (instructors, counselors, and librarians) willing to work with and train paraprofessionals, when necessary, should be encouraged.

SOME TASKS FOR PARAPROFESSIONALS

General Tasks	Learning Aide	Learning Assistant	Learning Technician/ Specialist
Recruiting, Guidance Services	Prepare materials; disburse materials; peer advising	Assist recruitment officers; help in registration; serve as peer counselors	Assist in recruitment; help in registration--especially on continuing basis
Preparation	Set up lab experiments; duplicate materials, both print & A-V; help maintain inventories	Maintain inventories; prepare bibliographies, word lists, questions over texts, etc.	Help instructors devise and discover materials for class use
In-Class Lab Assistance	Maintain students' files; hand out materials; help students use equipment	Help students work on preidentified tasks, using multimedia tools established by instructor	Work with students in small groups or individually; monitor exams
Out-of-Class Assistance	Help students in courses which tutor has successfully completed	Tutor students under supervision of instructor	Tutor students; maintain dialogue with instructor
Evaluation	Serve as member of evaluation team	Assist in evaluating effectiveness of instructional tools; grade objective tests	Assist in assessing student progress; help coordinate learning labs with other units of the college; grade papers and exams
and Development	-- assist in conferences, seminars, workshops --		

*Includes currently enrolled students

THE JUNIOR COLLEGE DISTRICT OF
METROPOLITAN KANSAS CITY, MISSOURI

JOB DESCRIPTION SHEET

Job Title	Salary Classification	Level or Range	Effective Date
Learning Aide	Staff		

I. NARRATIVE DESCRIPTION:

The learning aide shall be directly responsible to the instructor.

II. FUNCTIONAL RESPONSIBILITIES:

1. Set up and put away laboratory and audiovisual equipment.
2. Set up and check demonstration equipment as directed by the instructor.
3. Maintain laboratory desk equipment.
4. Check out worksheet and apparatus to students.
5. Unpack and store apparatus, supplies, and special equipment as it arrives.
6. Enter on permanent inventory records the kind, number, and cost of apparatus, supplies, and equipment.
7. Help maintain inventory of worksheets, duplicate materials, both print and audiovisual.

Job Title	Salary Classification	Level or Range	Effective Date
Learning Aide	Staff		

II FUNCTIONAL RESPONSIBILITIES (continued)

8. Perform other duties as assigned.

III COORDINATING TASKS:

Cooperate with the department members to provide an effective program for the college.

Job Title	Salary Classification	Level or Range	Effective Date
Learning Aide	Staff		

IV REQUIRED SKILLS:

Be familiar with laboratory procedures.

V REQUIRED EDUCATIONAL BACKGROUND:

High school degree required; successful completion of courses in lab preferred.

VI REQUIRED YEARS OF EXPERIENCE:

One year experience desirable.

THE JUNIOR COLLEGE DISTRICT OF METROPOLITAN KANSAS CITY, MISSOURI

JOB DESCRIPTION SHEET

Job Title	Salary Classification	Level or Range	Effective Date
Learning Assistant	Staff		

I. NARRATIVE DESCRIPTION:

The learning assistant shall be directly responsible to the instructors and shall assist in the general instructional areas.

II. FUNCTIONAL RESPONSIBILITIES:

1. Assist in administering and grading tests.
2. Help keep records of students' progress and take attendance.
3. Establish and perform a maintenance schedule for all lab or equipment.
4. Prepare and maintain lab or shop inventory.
5. Prepare student breakage lists at end of each semester.
6. Maintain inventory of worksheets and other print material.
7. Assist students in accomplishing preidentified course objectives.

Job Title	Salary Classification	Level or Range	Effective Date
Learning Assistant	Staff		

II FUNCTIONAL RESPONSIBILITIES (continued)

8. Assist in evaluating and revising instructional materials and techniques.
9. Perform other duties as assigned.

III COORDINATING TASKS:

Assist students in their lab work.

Assist in planning lab activities.

Coordinate with department members to provide an effective learning setting.

Job Title	Salary Classification	Level or Range	Effective Date
Learning Assistant	Staff		

IV REQUIRED SKILLS:

Operate lab or shop equipment

Maintain files and records

Perform clerical tasks

Work cooperatively with others

V REQUIRED EDUCATIONAL BACKGROUND:

Associate Degree in field preferred.

VI REQUIRED YEARS OF EXPERIENCE:

Two years work experience in related field.

THE JUNIOR COLLEGE DISTRICT OF
METROPOLITAN KANSAS CITY, MISSOURI

JOB DESCRIPTION SHEET

Job Title	Salary Classification	Level or Range	Effective Date
Learning Technician/ Specialist	Staff		

I. NARRATIVE DESCRIPTION:

The learning technician/specialist shall be directly responsible to the instructor and assist in general instructional areas.

II. FUNCTIONAL RESPONSIBILITIES:

1. Assist instructors in the development of materials and approaches to use in classes, labs, and shops.
2. Administer standardized pre- and post-tests.
3. Assist students in establishing and reaching course objectives, including using equipment and materials and comprehending written data.
4. Grade objective, teacher-made tests; proofread papers.
5. Keep records of student progress.
6. Oversee maintenance and repair of equipment.

Job Title	Salary Classification	Level or Range	Effective Date
Learning Technician/ Specialist	Staff		

II FUNCTIONAL RESPONSIBILITIES (continued)

7. Assist instructors in evaluating and revising instructional techniques and materials.
8. Assist in coordinating work of learning aides and assistants.
9. Be responsible for operation and control of lab or shop during open sessions or when instructor is absent.
10. Be responsible for billing and collection of fees for services, when applicable.
11. Perform other duties as assigned.

III COORDINATING TASKS:

Cooperate with the instructor and other members of the staff to provide an effective program for the college.

Job Title	Salary Classification	Level or Range	Effective Date
Learning Technician/ Specialist	Staff		

IV REQUIRED SKILLS:

Be familiar with laboratory concepts and have knowledge of media equipment used in laboratories.

Be able to communicate with students of varying ages and backgrounds.

V REQUIRED EDUCATIONAL BACKGROUND:

Bachelor's degree preferred.

VI REQUIRED YEARS OF EXPERIENCE:

Two years experience.

APPENDIX

JOB DESCRIPTIONS

TRANSPORTATION STUDY

INTRODUCTION

Task Force Report

In its report dated April 30, 1974, the Task Force on Transportation recommended that the ATA be approached to determine its reaction to a proposal that it implement service to the Longview and Maple Woods campuses. Failing a favorable response from ATA*, the task force recommended that the District explore the possibilities of designing a bus route with central neighborhood pickup locations, since 52 percent of the students polled expressed an interest in such a service. At the time the report was made, there was a temporary deemphasis on the energy crunch; but the current stress on that situation has placed this recommendation high on the list of "possibles" for the future of the District.

A questionnaire was used to survey 21 similar community college districts. In addition, a questionnaire was used to survey a 20 percent sample of the District's day and evening student population. The task force chairman analyzed the returns and prepared a rough draft of the report which received committee comments at the final task force meeting on April 19, 1974. The objectives and findings of the task force study are summarized on the following page.

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*The Office of Research and Analysis has written to ATA twice since April 30, 1974 and has received no response as of May 1, 1975.

OBJECTIVES AND CONCLUSIONS

Seven objectives were selected by the task force. The activities undertaken by the task force permitted the accomplishment of six of the seven objectives.

OBJECTIVE ONE: Determine student interest in a home to campus transportation system.

> Conclusion: There is a positive interest in a home to campus transportation system at all three campuses (60 percent of the respondents expressed this interest).

OBJECTIVE TWO: Determine student interest in a central pickup location to campus transportation system.

> Conclusion: There is a positive interest in central pickup locations to campus transportation system at all three campuses (52 percent of the respondents expressed this interest).

OBJECTIVE THREE: Determine student interest in an intercampus transportation system.

> Conclusion: There is an expressed interest in an intercampus transportation system (16 percent of the respondents expressed this interest).

OBJECTIVE FOUR: Determine student interest in a transportation system for off-campus training programs.

> Conclusion: There is an expressed interest in a transportation service for off-campus training programs (22 percent of the respondents expressed this interest).

OBJECTIVE FIVE: Determine student willingness to pay for transportation services.

> Conclusion: Students at all three campuses are willing to pay 50¢ for a transportation service (62 percent of the respondents expressed a willingness to pay).

OBJECTIVE SIX: Determine what transportation services are being provided by other community college districts.

> Conclusion: Other multicollege districts surveyed are not providing transportation services.

PROPOSAL

A transportation study was initiated by the Division of Planning and Development to outline what transportation options might be considered and a rough estimate of the costs involved. A District transportation system could appear to have several advantages.

- Any career major offered at any of the colleges would be available to any District student, regardless of location of residence.
- Lower level students could take core curriculums at the closest college, irrespective of program.
- Course sections that would normally have to be dropped because of sparse enrollment might be combined at one college.
- Buses could make regular stops at key points on their routes to pick up students closer to their homes and, in effect, provide express bus service to the campus.
- These stops could also serve as pickup points for "special" students, such as older adults and handicapped individuals who have no available personal transportation.
- Buses contracted for shuttle during peak hours of college attendance would be available for transportation to special campus events scheduled for nonpeak hours.

These advantages are based on certain assumptions, which might or might not prove valid in practice.

- Each bus would consistently be filled to 80 percent capacity or better.
- There would be sufficient incentive for students to use a bus system.
- Fares charged would be perceived as reasonable.
- Schedules could be run in a reasonable time and with reasonable reliability.

Nevertheless, the advantages are worth considering, particularly since students at all three campuses have expressed a willingness to pay for transportation services.

A hypothetical transportation system for the District could provide a shuttle system among campuses, or a home-to-campus system, or both, using buses to make regular runs whenever classes are in session. The runs could be twice daily, morning and evening, with each campus a designated pickup base.

One consideration in offsetting costs for a transportation system between campuses is the amount of money that might be saved in instructional costs by combining courses of low enrollment at one campus. An example of this saving may be seen below in the proposed transportation schedule. A recent investigation by the Division of Planning and Development shows a number of identical classes (approximately 50) taught at all campuses each semester with enrollments of less than 12. If such upper-level sophomore courses could be combined on one campus, this might offset part of the costs of the transportation service. At the same time, all lower division freshman courses could be taught at all three campuses. This way all the programs offered by The Metropolitan Community Colleges would be accessible to any student in the District. It should be borne in mind, however, that only 16 percent of the students responding to the task force questionnaire expressed an interest in an intercampus bus system for the purpose of taking a part of their program at another college.

Let us now consider several optional bus systems which might be tried in the future. Experiments of this nature are costly to implement and slow to show effect. Therefore, it is recommended that if a trial is made, at least two years be employed to determine the success or failure of such operations. In the initial stages of the experiment, at least a minimal service might be established at one college.

The first option (Plan A) calls for the utilization of six, 32-passenger buses to provide an effective shuttle between campuses. The runs would be twice daily, morning and afternoon, with each campus a designated pickup base. In this fashion, students could board a bus at any one campus and then proceed to either of the other two campuses in the District. At a designated time in the afternoon or evening, the buses would then make the run back to the home campus. This sequence could be repeated at each of the three District colleges. The current cost of renting six, 32-passenger buses per day is approximately $255.00. This is based on an approximate total distance traveled per day of 340 miles at 75¢ per mile. This cost, assuming full buses, could be offset by a 67¢ fare each way, or 83¢ for 80 percent capacity, which is a break-even figure. However, if students paid 50¢ per ride, the cost per day would be only $63.00.

The total distance of 340 miles is defined as the daily mileage traveled by six buses making runs between colleges (intercollege full-service shuttle) twice daily. This is based on average distances between the colleges, assuming that two buses leave from each college and proceed to each other college. This total distance would be 170 miles for the morning run and 170 miles for the evening return trip. The breakdown is listed on the following page.

Longview:	To Penn Valley	20 miles
	To Maple Woods	45 miles
Maple Woods:	To Penn Valley	20 miles
	To Longview	45 miles
Penn Valley:	To Maple Woods	20 miles
	To Longview	20 miles
	Total	170 miles for one run
		340 miles for both runs

The cost to the District might be balanced partially by some savings in instructional costs by combining low enrollment courses. For example, the instructional cost for one three-unit course offered for one semester approximates $1,690. Thus, if half the class were enrolled in the same course on two campuses, the cost of instruction would be $3,380. The savings effected by combining these two classes would approximate $21 per day. Therefore, it would require the successful combining of 24 sections into 12 sections (saving costs on 12 sections) to balance out the cost of a bus system.

Cost of buses per day	$255
Instructional cost saving (12 x 21)	$252

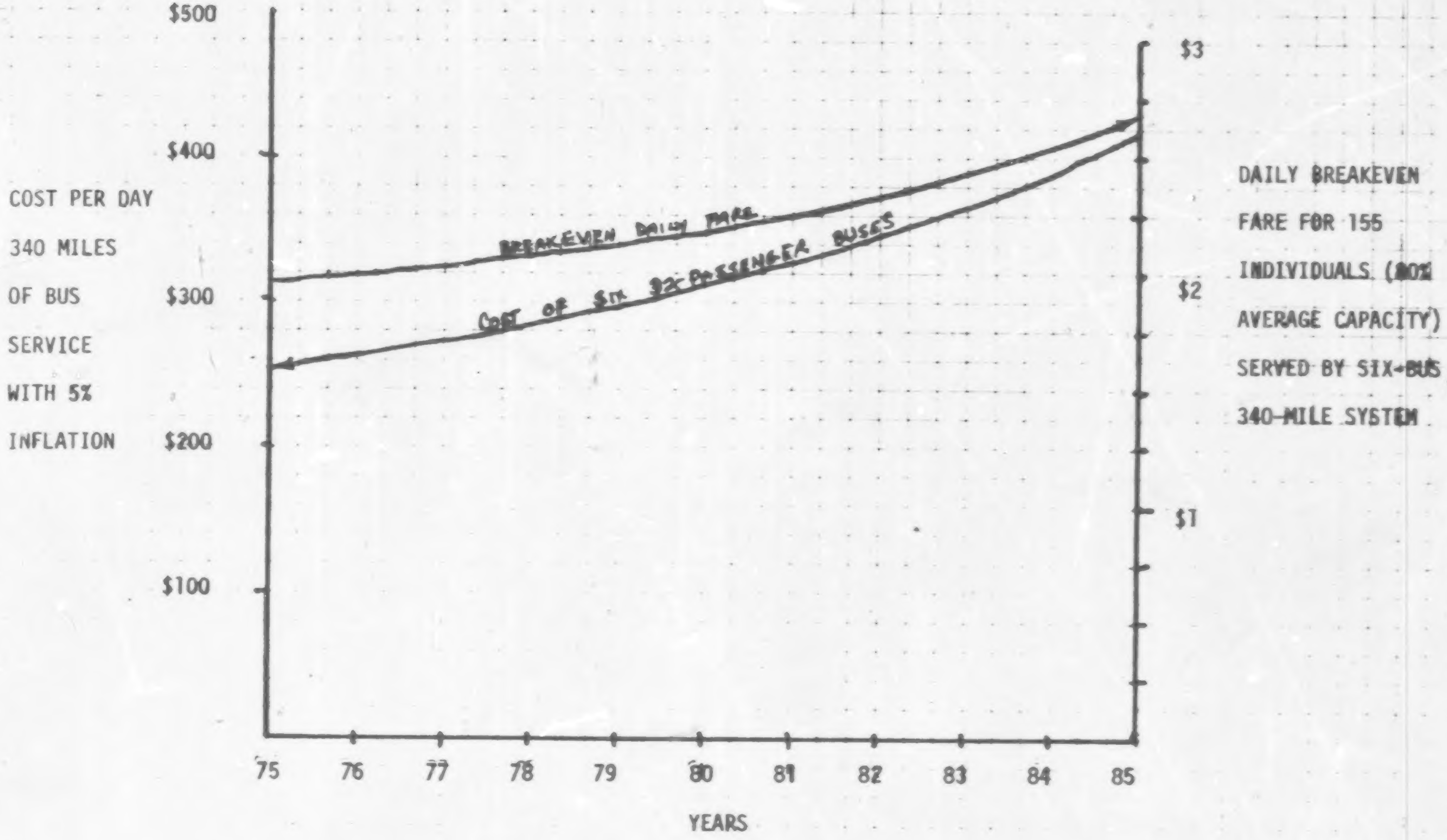
It is impossible to measure without trial if student interest in traveling to these combined classes would be high enough to break even. It must be remembered that very few students indicated interest in transportation for this reason.

If a six-bus service is considered (minimal service), it should be expanded in the future in proportion to enrollment growth. By 1980 the enrollment parameters for Districtwide FTE is expected to reach over 15,000. By 1985, this growth is expected to be in excess of 21,000 FTE. If the District were to maintain at least a minimal transportation service, it would need to increase the number of buses accordingly. Of course, if a system proved to be successful in the experimental stages, bus service might be slowly increased beyond what is considered minimal until student need, as measured by use, was satisfied. Figure A illustrates the number of buses needed and the daily costs for that service, which is considered minimal for the period between 1975 and 1985. (The cost figures beyond 1975 are computed by the inclusion of a five percent inflation rate increase per year after 1975.)

Another option, Plan B, which could be used to sample the popularity of a shuttle system among students, would be to pilot two buses from only one campus. Proportionally, the costs involved would be only one-third that of the full Districtwide system. Based on two buses traveling one-third the distance of the full system, the cost per day for bus rental would be $85. This could be offset by a 67¢ fare each way assuming full buses, or an 83¢ fare each way assuming the buses are filled to 80 percent capacity. The two buses would leave the home campus in the morning and transport students to the other two colleges in the District. The buses would simply make the run home in the evening. Or possibly, the two buses upon reaching the destination campus could pick up students there and bring them to the campus of the buses' origin. The run would then be repeated in the evening, returning all students to their home campuses. In this case, the costs would be two-thirds that of the full shuttle system and the 67¢ or 83¢ fares would still apply as the breakeven figure.

FIGURE A

TRANSPORTATION COSTS
DISTRICT AND STUDENT
1975-1985



The third option (Plan C) and the fourth option (Plan D) do not involve an intercampus shuttle system, but rather outline experiments dealing with direct bus service to each individual campus. Plan C calls for six-32-passenger buses, two for each campus. The buses would simply travel a route, picking up students near their homes at designated pick-up sites and taking them to the college. The return run would be made in the afternoon. Assuming that each of the buses made a 25- to 30-mile route each way, the total distances traveled by the six buses Districtwide would approximate the same distance of a full shuttle system, or around 340 miles daily. Therefore, based on the same 75¢ per mile base, the daily cost of operating the buses would be $255 and the breakeven fares charged each way would be 67¢ assuming 100 percent capacity, and 83¢ on an 80 percent capacity assumption. Plan D would be the piloting of this home-to-school system at only one college, in which case the costs would be one-third that of the full system and the 67¢ and 83¢ breakeven fares would apply.

The fifth option (Plan E) calls for a combination of the two system types to be piloted at the same time. In essence, Plans B and D would be combined utilizing two buses to make home campus pickups at one school and two buses running shuttle from one home campus to the other two and then bringing students from the destination campuses to the home campus and repeating the run in the afternoon (section option of Plan B). In this instance, the miles, and consequently the fees, would be approximately the same as for the standard full system.

The sixth option (Plan F) is a different modification, actually an extension of

Plan A to include home-to-campus pickup. Buses would leave the home campus and proceed to their destinations but making a designated pickup route around the destination campuses before ending the run at the location. In this instance, total mileage could conceivably be doubled and fares would have to jump to around $1.35 each way, based on 100 percent capacity, and $1.70 for 80 percent capacity. This system might prove effective in filling buses that would not ordinarily be filled if they went directly to the destination campus without making local pickups. This option could be tested by utilizing only two buses departing from only one campus and going to the other two. In that case, an approximate total of 240 miles would be traveled at a cost of $180 per day. Since the seating capacity of the two buses would be 64, the break-even fares would be 75¢ each way assuming 100 percent capacity, and $1.25 each way on an 80 percent occupancy estimation.

It is difficult to determine actual interest among students in a transportation system. Even though 53 percent of those MCC students polled in 1974 expressed an interest in such a system, one must assume that in reality a smaller proportion than that figure will actually use the system if implemented. The only sure alternative for not losing money on such a system is not to initiate one at all. Another alternative that might offset possible apathy and promote riding the bus, especially if the home-to-campus method is used, would be to charge a parking fee for registering all motor vehicles at each campus. It would save fuel, conserve the environment, and perhaps create an incentive to "ride the bus."

SUGGESTED OPTIONS

It is suggested that the District consider the following recommended options.

A. Transportation Test Designs (Costs are based on the rate of 75¢ per mile)

1. Plan A: An intercampus shuttle utilizing six, 32-passenger buses, two leaving from each campus and going to the other two campuses with a return run in the evening -- 340 miles.

		Daily	Annual
Cost/day		$255.00	$43,350.00
Breakeven fares:	80% capacity	1.66	282.00
	100% capacity	1.33	226.00

2. Plan B: An intercampus shuttle utilizing two, 32-passenger buses, leaving from one campus and going to the other two, then returning to the home campus with a repeat run made in the evening -- 240 miles.

Cost/day		$180.00	$30,600.00
Breakeven fares:	80% capacity	3.53	600.00
	100% capacity	2.81	478.00

3. Plan C: A home-to-campus pickup system utilizing six, 32-passenger buses, two for each campus, making 60-mile pickup sweeps around the neighborhoods of each college with a repeated take-home run in the evening -- 720 miles.

Cost/day		$540.00	$91,800.00
Breakeven fares:	80% capacity	3.50	595.00
	100% capacity	2.81	478.00

4. Plan D: The same (above) home-to-campus system tested at one campus only utilizing two, 32-passenger buses -- 240 miles.

Cost/day		$180.00	$30,600.00
Breakeven fares:	80% capacity	3.53	600.00
	100% capacity	2.81	478.00

5. Plan E: Combination home-to-college/intercampus shuttle (combining the elements of Plans B and D) and utilizing four, 32-passenger buses -- 360 miles.

Cost/day		$270.00	$45,900.00
Breakeven fares:	80% capacity	2.65	451.00
	100% capacity	2.11	359.00

6. Plan F: Combination home-to-college/intercampus, utilizing two, 32-passenger buses leaving one home campus, traveling to the other two and making neighborhood pickup runs around the destination campuses with a return run in the evening -- 240 miles.

		Daily	Annual
Cost/day		$180.00	$30,600.00
Breakeven fares:	80% capacity	3.53	600.00
	100% capacity	2.81	478.00

or

The same system utilized from and to each campus, utilizing six, 32-passenger buses -- 680 miles.

Cost/day		$510.00	$86.700.00
Breakeven fares:	80% capacity	3.31	563.00
	100% capacity	2.65	451.00

B. Support Recommendations

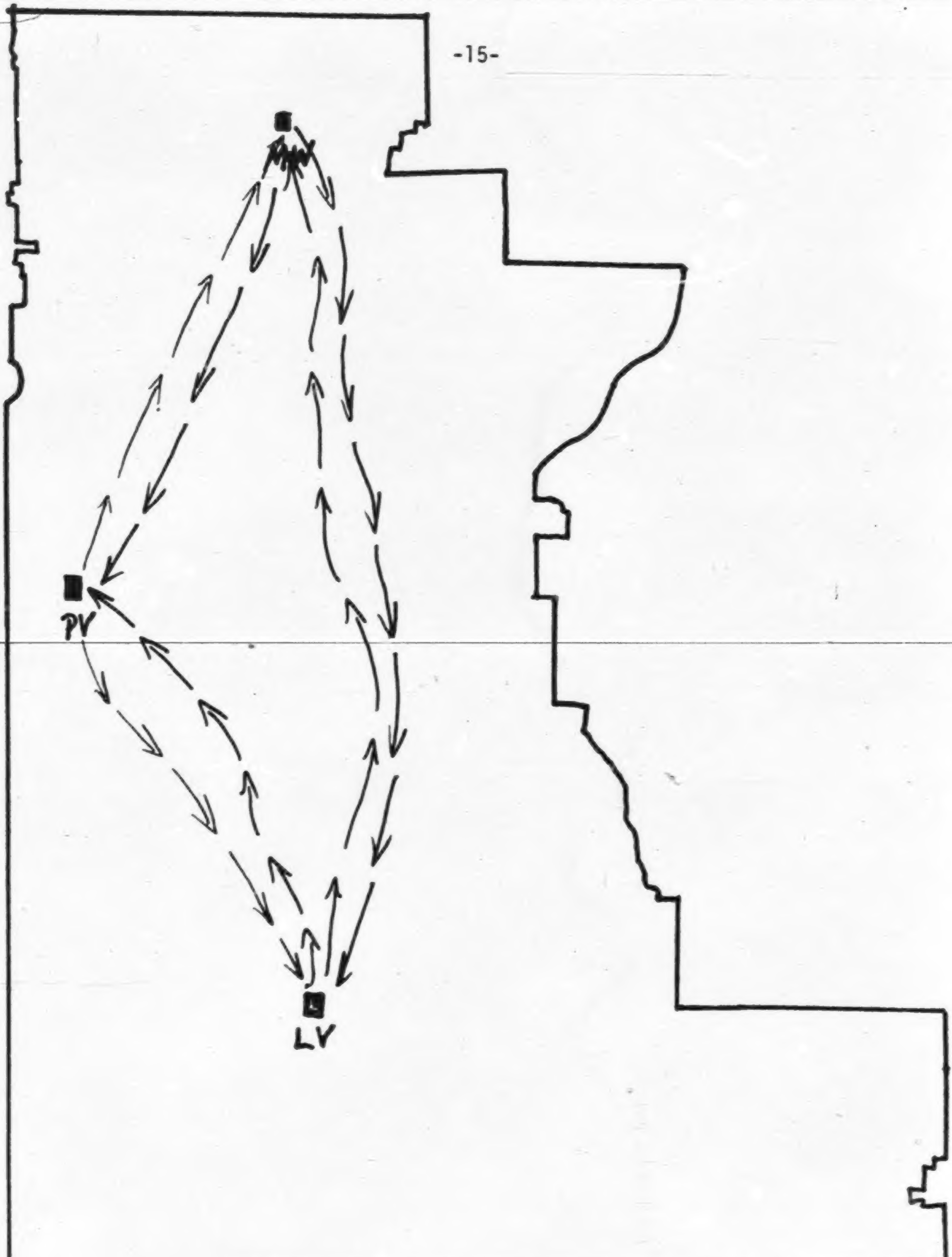
1. It is assumed that it will take at least a semester of operation simply to publicize any transit system. Therefore, it is recommended that any experimental test systems should be run for a period of not less than two years before final evaluations are made.

2. If an intercampus design is selected, it is suggested that traditionally small enrollment classes, common to more than one campus, could be combined at one campus in order to determine if that situation would prove successful in offsetting some transportation costs. In some cases, these courses might be offered less often to ensure adequate enrollments in the combined sections.

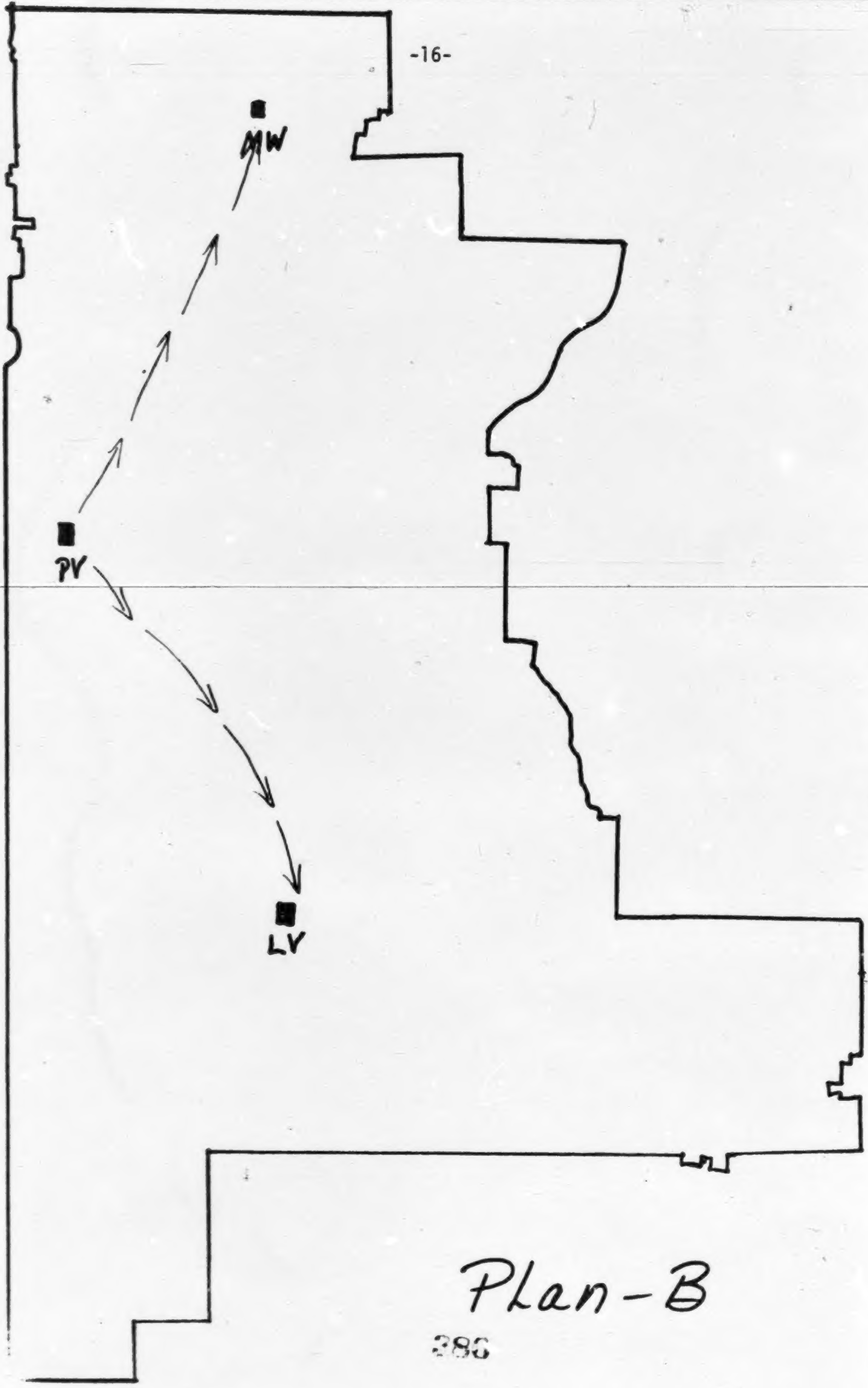
3. All lower division (freshman) courses encompassing all educational programs offered by MCC could be offered by all campuses unless low enrollments in some courses necessitate combining them at one location. Upper division (sophomore) major courses should continue to be offered at the campus of the student's major and the bus system used to take advantage of those courses. Academic advisors would have to fairly present all programs offered anywhere in the District.

4. Upon the successful evaluation of experimental runs, it is recommended that service be increased proportionately between now and 1985 to keep up with student enrollment growth and provide for more than minimal service as determined by student need/use.

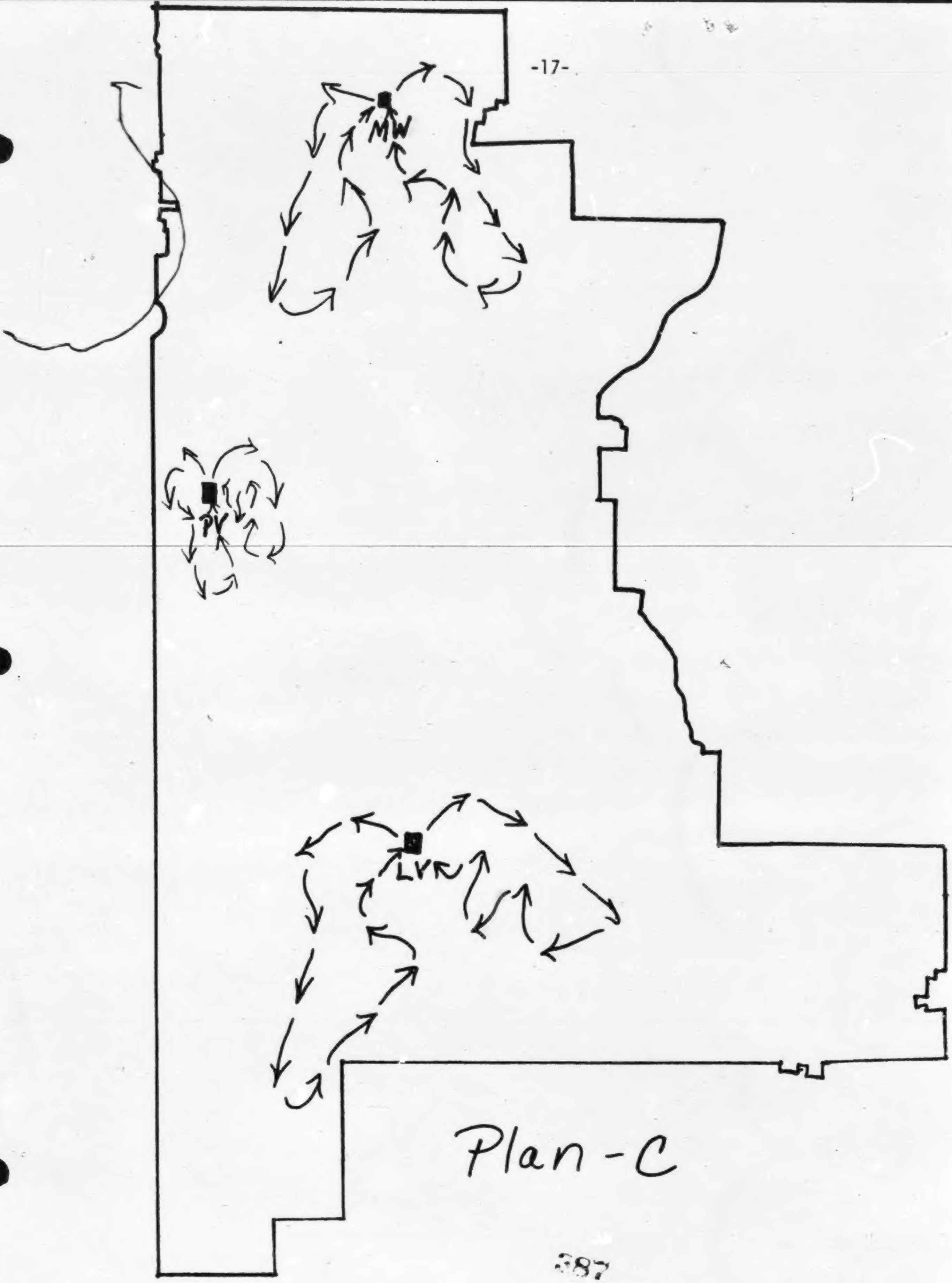
5. To help offset costs, conserve energy and the environment, and create an incentive among students to take advantage of the transportation system, it is suggested that the possibility of a motor vehicle registration fee be considered which would be assessed annually for all motor vehicles registered by students at each college. A $15 a year fee would raise $270,000 at the current rate of automobile registrations. Cost for six buses (680 miles) for the same period would be $86,700 ($510 per day for 170 academic days).



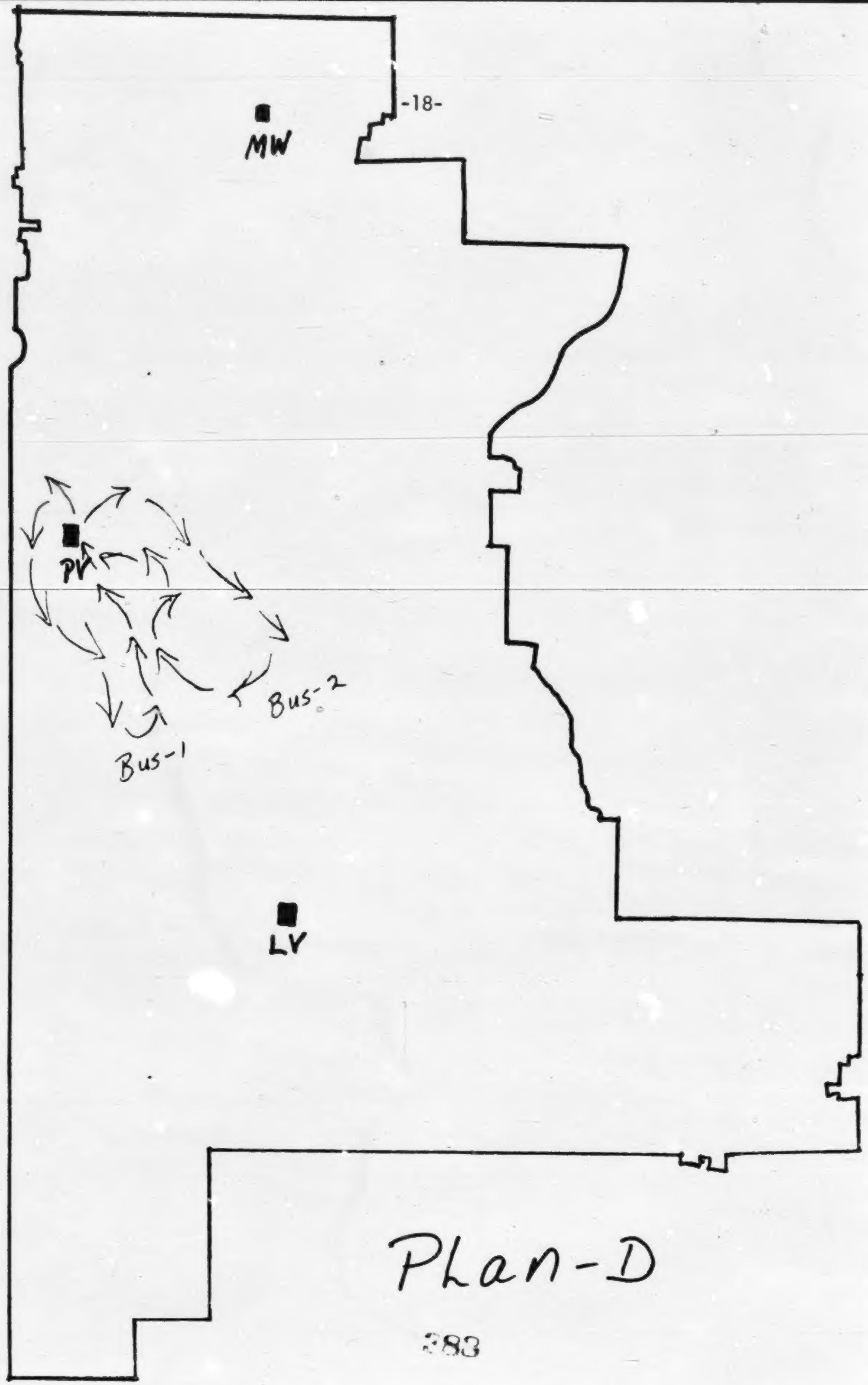
Plan-A



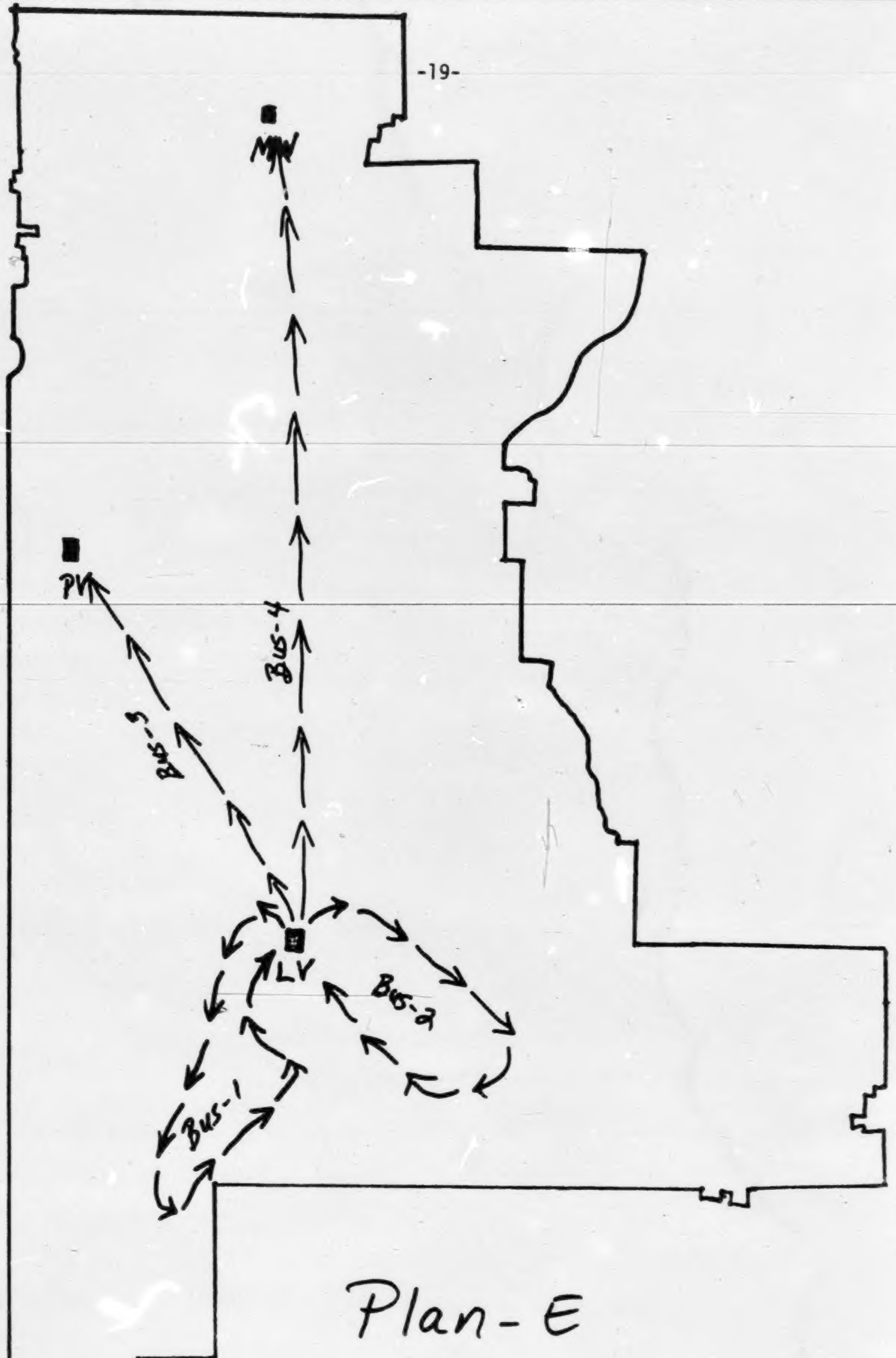
Plan-B



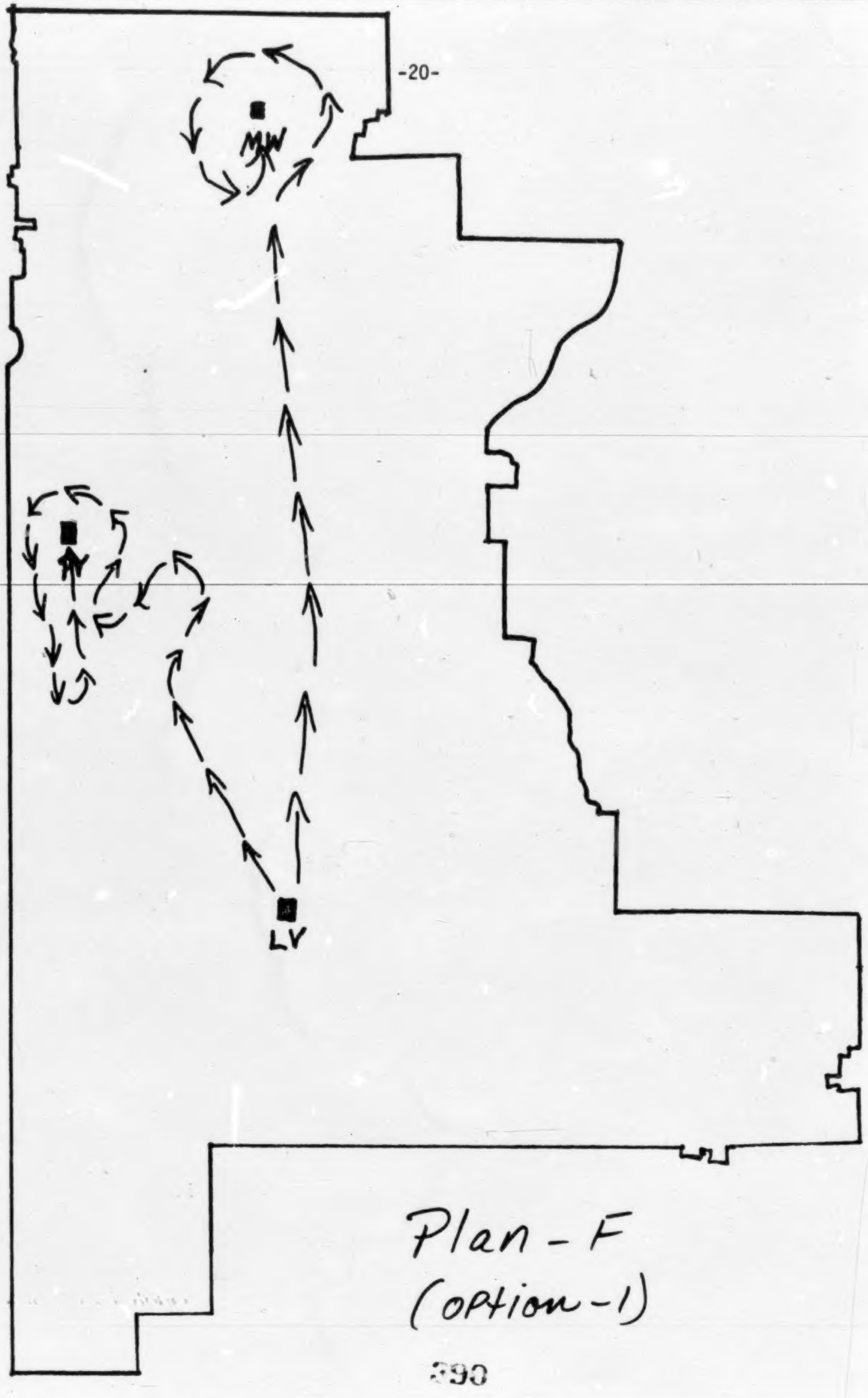
Plan-C


MW
PV
LV
Bus-1
Bus-2

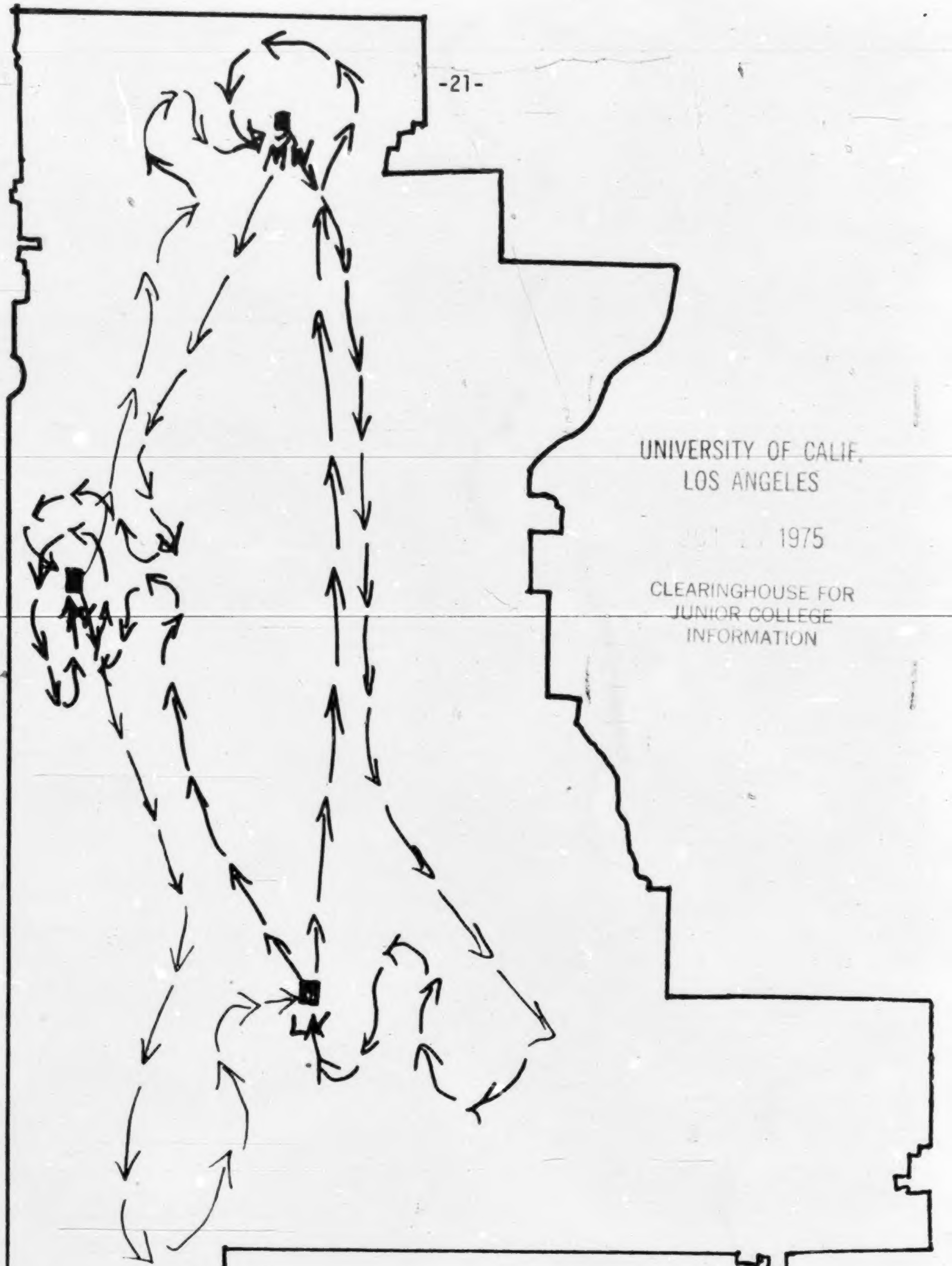
Plan-D


MNW
PV
LV
Bus-1
Bus-2
Bus-3
Bus-4

Plan-E



Plan - F
(option - 1)



UNIVERSITY OF CALIF.
LOS ANGELES

1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

Plan - F
(Full-System)